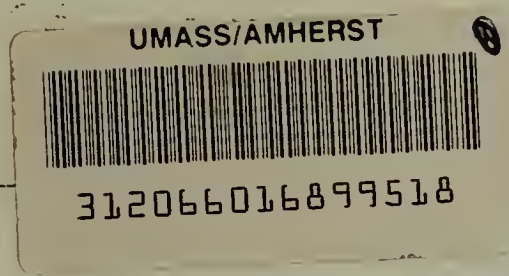


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February 15, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
Room 1401
One Ashburton Place
Boston, MA 02108

GOVERNMENT DOCUMENTS
FEB 15 1994
OFFICE OF THE SECRETARY OF EDUCATION
COMMONWEALTH OF MASSACHUSETTS

Dear Secretary Robertson:

Enclosed please find a proposal from Community Day Care of Lawrence, Inc. for establishing a Charter School.

I applaud you on your vision and commitment to Charter Schools. Indeed, we found your application to be "user friendly". We also appreciate the support given to us by Jose Alfonso from your office during the application process.

I hope you will find our proposal as exciting and innovative as we do and that you will give us the opportunity to develop a school of which we know you will be proud.

Sincerely,

A handwritten signature in cursive script that reads "Sheila Balboni".

Sheila Balboni
Executive Director

COMMUNITY DAY CARE OF LAWRENCE, INC.

CHARTER SCHOOL APPLICATION

FOR

COMMUNITY DAY CHARTER SCHOOL

Respectfully Submitted To:

**Piedad F. Robertson
Secretary of Education
One Ashburton Place
Room 1401
Boston, Massachusetts 02108**

February 15, 1994

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:


Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Community Day Care of Lawrence, Inc.

Name of organization/group filing for charter school status

Contact Person Name:	Sheila Balboni	
Signature:		Date: 2 / 15 / 1994
Title:	Executive Director	
Address:	190 Hampshire Street	
City:	Lawrence	
State:	Massachusetts	
Zip:	01840	
Telephone:	508-682-6628	
Fax:	508-975-3120	

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

Founding Advisory Board.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Myrta Cupeles

Signature: 

Date: 2-14-94

Address: 148 Boxford Street

City: Lawrence

State: MA

Zip: 01843

Tel: 508-688-4523

Name: Larry L. Larsen

Signature: 

Date: 2/13/94

Address: 63 Park Street

City: Andover

State: MA

Zip: 01810

Tel: 508-475-6622

Name: Susan Chrisemer

Signature: 

Date: 2/13/94

Address: 18 Maurice Street

City: Lawrence

State: MA

Zip: 01841

Tel: 508-691-5937

Name: Maritza Alon

Signature: 

Date: 2/13/94

Address: 107 Saratoga Street

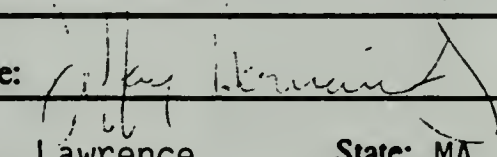
City: Lawrence

State: MA

Zip: 01841

Tel: 508-683-2978

Name: Jeffrey Hernandez

Signature: 

Date: 2-13-94

Address: 6 Inman Street

City: Lawrence

State: MA

Zip: 01843

Tel: 508-686-1994

Name: Elizabeth Garcia

Signature: 

Date: 2-13-94

Address: 6 Inman Street

City: Lawrence

State: MA

Zip: 01843

Tel: 508-686-1994

Name: Mariana Buonpensierre

Signature: 

Date: 2-13-94

Address: 2 Museum Square

City: Lawrence

State: MA

Zip: 01841

Tel: 508-685-9122

Name: Jennifer M. Lopez

Signature: 

Date: 2-13-94

Address: 48 Saunders Street

City: Lawrence

State: MA

Zip: 01841

Tel: 508-683-7646

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

Signatory for The Board of Directors, Community Day Care of Lawrence, Inc.
(This signature sheet *must* be attached to the application when it is filed.)

Name: Sheila Balboni	Signature: <i>Sheila Balboni</i>	Date: 2/14/94
Address: 190 Hampshire Street	City: Lawrence	State: MA
		Zip: 01840
		Tel: 508-682-6628

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

Name:	Signature:	Date:
Address:	City:	State:
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Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

10.51.15

SIGNATORY AUTHORIZATION FOR CORPORATE PROVIDERS

Provider: Community Day Care Center of Lawrence, Inc.Address: 190 Hampshire St.City/State/Zip: Lawrence, MA 01840

Complete all sections:

MASSACHUSETTS OR FOREIGN CORPORATION

☒ Massachusetts Corporations☐ Non-Massachusetts Corporation

A non-Massachusetts corporation is required to register with the Massachusetts Secretary of State to obtain an authorization to do business within Massachusetts. Attach a copy of such authorization to this form.

CORPORATE TAX STATUS

☐ For-Profit Corporation☒ Corporation exempt from taxation under 501(C) (3) of the Internal Revenue Code.☐ Corporation exempt from taxation under _____ of the Internal Revenue Code.

CERTIFICATE OF VOTE

The following statement must be completed and signed by the Clerk(s) of the corporation, or a Certificate of Vote authorizing a signators to execute contracts on behalf of the corporation must be attached.

At a duly authorized meeting the Board of Directors of

Community Day Care Center of Lawrence, Inc. (Name ofCorporation) held on May 28, 1992 (Date), in accordance

with the by-laws of said corporation, it was voted that

Sheila Balhoni EXECUTIVE DIRECTOR and/or
Name Title_____
Name Title and/or

of the corporation be hereby authorized to execute contracts and bonds on behalf of the corporation and that such execution of any contract or obligation in this corporation's name on its behalf by the person so authorized shall be valid and binding on this corporation.

Signature of Clerk: Miriam E. Andrews Date: 5-3-92

CHARTER SCHOOL APPLICATION: COMMUNITY DAY CHARTER SCHOOL

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Prepared and Presented By:

**Community Day Care of Lawrence, Inc.
190 Hampshire Street
Lawrence, MA 01840
(508) 682-6628
Sheila Balboni, Executive Director**



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CHARTER APPLICATION: PART I

1. MISSION STATEMENT:

Describe the core philosophy or underlying purpose of the proposed school.

Community Day Care Center of Lawrence, Inc. proposes a school of the community. We come together in partnership as individuals who share many interchangeable roles. We are parents, teachers, administrators and students who view ourselves as a community of learners, all sharing a strong sense of hope for our school and our city. That hope and our partnership is grounded in twenty-five years of experience, working together to build successful programs of education, child care and support for working families. Our vision is informed by a perspective embedded in cultural diversity and by an understanding of the needs of working immigrant families.

What Is Unique About Our School?

While many alternative schools have chosen to focus upon a specific academic discipline, such as the arts or the sciences, our vision is for a school which promotes and supports all aspects of a child's development: educational, social, physical, emotional and moral, in the very real context of family and community.

- Our school will be a community based, grass roots "neighborhood" developed and supported by parents.
- Our curriculum features interdisciplinary learning and respects individual learning styles.
- Our school will be a community center for social services, recreation, socializing and culture.
- Our school will offer day care and a summer camp program at the school site.
- Our school will have high teacher to student ratios and small mixed age groupings.
- Our school will regard the rich heritage of the Lawrence community as a natural and integral extension of the classroom, and our students will become ambassadors in promoting a positive image of our city.
- Our school will blend high scholastic standards with an emphasis on social and personal responsibility.
- Our school will work relentlessly to develop the understanding that drugs have a destructive effect on the quality of life.

What is Unique About Us?

For Massachusetts to succeed with the development of Charter Schools, it needs to select governing entities which possess a clear vision and the means and capacity to achieve this vision.

- We are successful entrepreneurs with twenty-five years of experience in starting new programs.
- We have the financial resources and staff resources to build our school.
- We have a proven track record as managers of educational programs and as promoters of professional development for minorities.
- We are an integral part of the community.
- We are ready, willing and able to open our School in 1994.

In 1912, Lawrence workers joined together with the common goal of bringing "bread and roses" to their families, meaning a basic and secure standard of living which also fostered regard and respect for the uniqueness of the human spirit. In 1994, we have come together to form a school which shares this same mission.

Our mission is to provide a kindergarten through grade six school that will draw upon our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The curriculum will be embedded in the reality of city life and will reinforce the positive aspects of our city: its culture, art and economy, its working class history and strong work ethic.

Our philosophy is informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.

Consistent with that mission, our school will be open from 6:00 a.m. to 6:00 p.m. Before school and after school day care will be coordinated and integrated into the school curriculum. The school will become a center for family activity including health related services and social services as well as recreational and cultural events.

We envision a year round program that offers an outdoor camp experience, enhanced by an academic component during the summer months. Camp will also run full day for the convenience of working parents.

Unique features of our education program include: computer literacy, mixed age groupings, Spanish as a second language and the use of themes to promote an interdisciplinary approach to knowledge. We will communicate with each other in English and Spanish, and staff will reflect the ethnic origins of our students. Our school will be a safe and welcoming place, a neighborhood that reflects the cultural diversity of our community.

2. SCHOOL OBJECTIVES:

2a. What are the school's broad academic objectives for student learning?

Imagine a school where:

- *Every child is supported in her unique ability to learn and grow.*
- *Each individual is valued for his unique contribution to a diverse community of learners.*
- *Parents are treated as partners in their child's education and moral development.*
- *Parents are both teachers and learners in our community of learners.*
- *Teachers are empowered to be catalysts for innovative and effective learning opportunities.*
- *Parents, administrators, teachers and students collaborate to create an enriching educational experience to promote lifelong learning.*
- *Each individual has an important role and responsibility in creating a caring community through active participation and advocacy.*

We have imagined it, and this is how we will do it.

Broad Objectives:

We will create a school where:

Learning is well balanced.

Learning will come from a blend of teacher directed and child centered educational experiences organized around themes which will balance the acquisition of knowledge, understanding and skills with the needs and interests of learners.

Learning opportunities are equitable.

High quality and diverse learning experiences will be equally available to all students regardless of individual learning styles or needs.

Learning is an active process.

Individuals will learn by doing. When students are active learners and have the opportunity to apply knowledge and understanding to meaningful tasks, connections are created between their learning experiences and the real world.

Learning is interdisciplinary.

Teaching through integrated themes will weave together content areas and will encourage students to make associations which will affirm the interconnectedness of life.

Learning is individualized.

Individual learning styles and modalities will be assessed and will be incorporated into teaching strategies building upon the strength of the child. Teachers will affect each child's learning by knowing each child individually.

Learning is a life long pursuit.

We will form a community of learners engaged in the dynamic process of growth and self-actualization.

Community Day Charter School proposes to create a learning environment committed to these principles. We view curriculum as including the acquisition of skills, knowledge and habits/values. Our goal is to teach the whole child, addressing issues of self-discipline, motivation and high academic achievement.

Academic content will include three major fields of knowledge and understanding:

- **Science, Mathematics and Technology**, which includes knowledge and skills from such areas as:
 - *Mathematics*
 - *Life Science*
 - *Physical Science*
 - *Earth Science*
 - *Environmental Studies*
 - *Technology Education*
 - *History and Philosophy of Science*
 - *Careers in Science, Math and Technology.*

Examples of themes and concepts include:

- *Nature of scientific activity*
- *Constancy*
- *Systems*
- *Evolution*
- *Models and scales*
- *Pattern changes*
- *Space and dimensionality*
- *Numbers*
- *Mathematical procedures*
- *Data*
- *Human physiology*

- **Arts and Humanities**, which includes knowledge and skills from such areas as:

- *Reading, Writing, Speaking and Listening*
- *American and World Literature*
- *Media*
- *Second Languages*
- *Philosophy*
- *Music*
- *Fine Arts*
- *Theater*
- *Dance*
- *Graphic and Technical Arts*
- *Art History*
- *Ideas and Culture of Civilizations*
- *Careers in Arts and Humanities*

Examples of themes and concepts include:

- *Modes of discourse*
- *Medium and genre*
- *Themes*
- *Aesthetics*
- *Form*
- *Technique*
- *Composition*
- *Rhythm*
- *Craftsmanship*
- *Criticism and appreciation*

- **Social Sciences** , which includes knowledge and skills from such areas as:

- *History*
- *Economics*
- *Political Science*
- *Psychology*
- *Sociology*
- *Geography*
- *Cultural Anthropology*
- *Life Skills*
- *Health and Physical Education*
- *Careers in Social Sciences*

Examples of themes and concepts include:

- *Democratic principles*
- *Structure and function of political, social and economic systems*
- *Cultural diversity*
- *Historical perspective*
- *Geographic themes: location, place, regions, movement*
- *Relationships of geography to human activity*
- *Health promotion*
- *Cause and effect*
- *Interdependence*
- *Understanding human behavior*

2b. Describe any non-academic goals for student performance.

We believe that education at its best is not only the acquisition of academic knowledge and skills but also an ongoing pursuit of personal growth and development. For example, it is important for students not only to study the infrastructure of social systems but also to understand their roles and responsibilities within society. We feel it is essential that the educational environment of our school supports and promotes the development of personal values and habits, and we acknowledge that the drug culture within our community makes this support even more critical to the well being of our children. Through our educational program and our personal interactions with students and their families, we will seek to develop and reinforce the following skills, values and habits:

● **PERSONAL DEVELOPMENT:**

- *Develops a strong sense of self worth and personal competence.*
- *Develops a strong sense of personal integrity*
- *Possesses knowledge and appreciation for one's heritage and incorporates this understanding in other areas of study.*
- *Assumes an active role in the learning process.*
- *Is aware of and makes healthy choices, taking responsibility for personal health and safety.*
- *Is aware of and articulates feelings.*
- *Is aware of stressors and stress reduction techniques.*
- *Accepts personal responsibility for behaviors.*
- *Demonstrates respect for self and others.*
- *Works independently:*
 - *Shows initiative.*
 - *Assumes responsibility.*
 - *Completes work accurately and consistently.*
 - *Uses appropriate resources.*
- *Is aware of possible educational/career opportunities in a variety of fields.*

● **COMMUNICATION SKILLS:**

- *Listens actively and attentively to others.*
- *Interprets, understands and summarizes speaker's purpose and point of view.*
- *Seeks clarification when necessary to understand speaker's intent.*
- *Articulates thoughts, opinions, needs and feelings clearly and effectively.*
- *Contributes constructively to group discussion.*
- *Develops competency in self-expression through non-verbal and verbal art forms such as drama, art, music instruction.*

● **SOCIAL RESPONSIBILITY:**

- *Cooperates with others to set and achieve goals.*
- *Actively pursues community services.*
- *Assumes responsibility for being a good citizen.*
- *Values human diversity and understands the elements of anti-bias behavior.*
- *Exhibits flexibility and adaptive behaviors in reaction to change.*
- *Demonstrates intellectual confidence and is willing to take risks in order to grow.*
- *Has confidence in ability to effect change.*
- *Recognizes interdependence of all living and non-living things.*
- *Understands and uses conflict resolution skills.*

● REASONING AND PROBLEM SOLVING:

- *Can think abstractly and creatively.*
- *Generates and visualizes new ideas.*
- *Conceives ideas, invents products and implements solutions.*
- *Uses inquiry to arrive at conclusions.*
- *Chooses and uses effective problem solving skills, both alone and when working with others:*
 - *Observes carefully.*
 - *Isolates and defines problem.*
 - *Generates possible solutions.*
 - *Gathers, selects and analyzes information.*
 - *Hypothesizes conclusions.*
 - *Justifies strategy and solutions.*
 - *Applies appropriate solutions.*
 - *Evaluates outcomes.*
 - *Perseveres to effective conclusion.*
- *Applies problem solving skills to conflict resolution.*

2c. What type of community environment do you hope to foster at your school?

Because our school comes from community, we envision it as a welcoming place that reflects the many features of our diverse, multi-cultural population. We imagine that our school will fulfill many of the roles that the "old neighborhood" provided. Our school will be a safe place where families can come to expect a predictable, consistent and secure environment. It will be a place where individuals are known, respected, supported and valued. We expect that over time we will develop standards of behavior for our "neighborhood" that are embedded in values that we all share. These standards will influence our ways of behaving: how we treat each other and how we care for and maintain our property.

We expect that our building and its grounds will be clean and well maintained and that this responsibility will be shared by all members of our community. We will work to support an aesthetic quality to our environment and continue, for example, the Community Day Care practice of planting flower gardens and window boxes in our outdoor spaces. Our classrooms and halls will be freshly painted, cheerful places for displaying visual arts. Children, parents and teachers will be greeted by music in the halls when they arrive for the day.

Bulletin boards for parents will include information in Spanish and English. A parent lounge will be located near the resource library described below.

We are fortunate to be able to draw from the diverse cultural life of a city that offers Irish step dancing, merengue from the Dominican Republic and salsa from Puerto Rico. We expect that our school will support that rich cultural life including music, theater and dance performances by our own community as well as by artists from outside our community.

We expect that our school will become a social and civic center for our neighborhood. For example, it may be used as a meeting place for crime watch groups or for voter registration. We envision that the school will be available for social functions like bridal showers, family dinners and fund raising events.

Because many of our children will be with us for most of the extended school day, more than half of their daily nutritional requirement will have to be met by the school (breakfast, lunch and snack). We expect that our cooks will use the same high standards of quality in preparing foods, that are used in our day care programs: only fresh fruits and vegetables, whole grains, fish, meat and dairy products. Consistent with our day care practice, we shall serve no foods with preservatives, sugar or bleached flour. Foods will be prepared from ethnic recipes that children enjoy at home and the good smells that come from our kitchen will be familiar ones. Cooking and baking activities for children will be integrated into our curriculum. Teachers and staff will eat with the children, family style.

Ritual is important to our community and it will be warmly supported and nurtured at our school. For example, we all look forward to the family picnic at Rolling Ridge, Lake Cochichewick, which has been an annual event for the past ten years and which is attended by some 300 parents, children and staff. We also come together during the holiday season to distribute toys, food baskets and clothing to our needier members. In February, we sponsor appreciation nights, when children cook spaghetti suppers for parents and show classroom activities on video, when flowers are given to parents and teachers as gifts and when some of the staff and parents join in preparing special desserts. We envision a school where the entire community will work together to develop its own special celebrations and rituals, and we recognize their importance to the overall quality of our environment.

We envision an environment that is imbued with an awesome sense of responsibility on the part of adults for our children - a responsibility that grows out of caring and respect for our students. The success of our programs rests upon that shared vision which has always inspired all of us to do the job that needs to get done regardless of our role or job title. We envision a place where the Head of School might help plunge a toilet, where a parent might take over a class and where the custodian might be seen playing basketball in the gym with a group of children.

We envision an environment where problems are shared by our entire community and are not delegated to specific individuals. A behavior problem in the classroom is not simply assessed, labeled and delegated to a special needs teacher, but rather the whole community is engaged as resources for dealing with the issue. A shortage of some supply or a need for unexpected professional consultation is not simply put in writing to an administrator. Rather, teachers are engaged in a process of re-prioritizing the budget in an effort to free money up from some other line item in order to provide for the unexpected expenditure. Responsibility for managing resources is shared by the community, and the community is respected for its ability to solve problems and to meet the challenges that arise.

We imagine that our environment will include a resource library for parents, teachers and children. Educational materials, books, filmstrips, a computer and videos, will be available in a warm and user friendly environment. Our vision of resources for learning is not limited however, to just the school but also includes the child's home. Curriculum kits will be available for home use as well as for use in the classroom. Our resource van, filled with multi-cultural materials, organized around central themes (like "rain forest") will visit children's homes in an effort to involve the whole family in children's learning.

We will draw upon Community Day Care's outstanding record of providing professional training to child care teachers, public school teachers and parents, to develop a similar program of college courses, workshops and seminars for Charter School staff.

Our School will be a place that celebrates and supports academic achievement. Teachers will be encouraged to develop innovative methods and curriculum in order to support this achievement.

Our vision is for a school that integrates all the vital components of a child's environment. (Day Care and other integrated services are discussed below.) We envision a school that is truly a community center, warm, friendly and in use: days, evenings and weekends - a community neighborhood that supports and is supported by the family.

3. STATEMENT OF NEED:

3a. Why is there a need for this type of school?

Lawrence is a community in crisis. The city budget is overwhelmingly inadequate to provide for basic services like fire fighting, crime prevention and the enforcement of building codes. School drop out rates are among the highest in the state. Arson and fire has destroyed a record number of buildings, and boarded up houses populate our neighborhoods. An ever growing immigrant population places additional demands on the city's infrastructure. The sale and use of drugs is a primary influence on the negative factors which affect the well being of children and their families. Community Day Care staff report that family violence and the abuse of children is more acute than at any time during the twenty-five year history of the agency.

The following demographics are presented in support of the conclusions cited above:

- Lawrence per capita income is the second lowest in the state.
- Children under five years of age comprise 8.6% of the population, a figure that is over 30% higher than the state-wide average of 5.9%.
- Forty-five percent of all children in the city live below the poverty level, most in single parent families.
- Thirty percent of Lawrence's children live in families receiving Aid to Families with Dependent Children (AFDC).
- Teen birth rates are the highest in the state.
- Lawrence far exceeds the state-wide numbers of reported cases of child abuse and neglect. The Lawrence office of the Department of Social Services reports the caseload of social workers dealing with substantiated abuse cases to be over 20 cases to 1 worker.
- For the past ten years the city's population has been one in transition. Spanish speaking families from a variety of places are predominant among the new arrivals. The percentage of Hispanics to the rest of the population is difficult to calculate for a variety of reasons, but it has been estimated recently at 45% to 60%.
- The 1993 the Department of Public Welfare AFDC caseload in Lawrence was 5,530. Sixty-eight percent of the caseload is comprised of minorities, and the caseload is the second highest in the state.
- The per pupil expenditure for Lawrence public schools was 26% less than the statewide average, according to the most recent data and 24% less than the recommended \$5,500 foundation level proposed in recent legislation as a statewide standard.
- Lawrence school statistics report that 71% of elementary school children are Hispanic, many from non-English speaking families.

3b. Explain why a charter school would help to effectively address this need.

Our Charter School will build upon twenty-five years of experience in working together as a community, to build quality education and child care programs that support working parents. We propose a school that influences children's environments in ways that make it possible for them to learn. Our ability to integrate support services into our school program and our understanding of community is a unique competence of Community Day Care.

COMMUNITY UNDERSTANDING/INTEGRATED SERVICES

Our grass roots/community based approach to education is grounded in the belief that certain basic needs of children for safety, food, clothing, social and health services must be met in order for them to learn.

A CHILD MUST BE SAFE IN ORDER TO LEARN.

The Community Day Charter School will be pro-active in pursuit of safety for our youngsters. We will work hard to maximize the family's ability to provide a healthy environment for our students and we will act as advocates when a child's health and physical safety are threatened.

Teachers will work closely with state social workers to insure the safety of youngsters who have been designated as "in need of protection" due to abuse and neglect in the home. Teachers will monitor children's physical condition and behavior for warning signs of potential harm.

Parent conferences and home visits will be used to support and encourage parents who may be struggling to provide adequate care and supervision to their youngsters. An example of Community Day Care involvement with the physical safety of children is cited below.

The need for a safe environment prompted staff participation recently in the formation of a neighborhood crime watch. Because of prostitution and drug dealing in our Wyman Street area, staff (who also happen to be parents and neighbors) met with nearby residents on a regular basis to develop a strategy for "taking our neighborhood back". Our center became the meeting place for the community to host a number of city officials, including the mayor, police chief, fire chief and city councilors. The effort resulted in closing down an adjacent crack house and driving the criminals out of the vicinity.

We are committed to providing a safe learning environment and will ask a student to leave if we feel that their presence is a threat to the well being of other students. We will not tolerate weapons, drugs, sexual or racial harassment within our School.

A CHILD MUST BE WELL FED IN ORDER TO LEARN.

Community Day Charter School will develop strategies for insuring that youngsters have proper nutrition. In addition to the food program described on page nine, the Charter School will become a government commodity food distribution site for our community. We will deliver butter, milk, flour, rice, beans and the like on a regular basis to families who are eligible for food subsidies. Teachers will be trained to look for signs of poor nutrition in children, and staff will solicit donations and develop tactful ways of helping out families who may need temporary assistance.

A CHILD MUST BE WELL CLOTHED IN ORDER TO LEARN.

Charter School staff will also follow the Community Day Care practice of organizing clothing drives around changes in season. In late fall, for example, we will solicit warm clothing from the community and display it according to sizes on long "swap tables" in our halls. Teachers will draw upon an emergency fund for purchases, if they identify youngsters who need new clothes.

A CHILD MUST BE HEALTHY IN ORDER TO LEARN.

Community Day Care has a long history of providing health programs for our children, some of whom come lacking primary health care and immunizations. By keeping automated child health records at the Charter School, we will be able to remind parents about the need for well visits and immunizations, should the need occur. We also view the school as a potential site for vision and hearing screening and for lead paint testing.

We expect to continue our day care practice of having therapists and counselors come to our school for work with children, but also with other members of the family. It is our hope that teachers' work in the classroom can benefit from collaboration with family therapists and that they in turn can reinforce the goals that families are working toward in therapy.

COMMUNITY UNDERSTANDING/EDUCATION

We envision a school that is indefatigable in its efforts to reach every child and to promote each child's learning, regardless of family background or personal experience.

Our vision for education is described in detail beginning on page thirty-two. Our school will be unique in its perspective in working with families. We are the families; our administrators, teachers and parents come from a single community. The leadership, the goals, the sense of shared mission are already in place for our community and are based upon twenty-five years of experience. Personal responsibility for our school and ownership of our school will continue to be shared. We are ready to begin the work of developing the consensus that is necessary to support our educational program.

Several features make our education program unique:

- We propose that relationships between teachers and children will be one of the strongest components of our school. Teachers will know the children; they will use a variety of assessments to develop an understanding of the child's unique characteristics, her learning style, her sense of humor, her specialness. Teachers will have the time to plan, to speak with each other about individual children, to set goals for youngsters and for groups of youngsters. Teachers will work with day care staff to develop a comprehensive program that integrates the day care component with the school component to insure consistency for children. Teachers will reflect the ethnic diversity of our population, and there will be Spanish speaking staff in each classroom.

- Our school will group children based upon an understanding of their development, multiple intelligences and learning styles. This flexible grouping is based upon individual needs of students rather than any specific chronological age (i.e. all 10 year old children in grade 4). Mixed age grouping also allows for an apprenticeship model for learning. Teachers teach by doing. Children imitate and more skilled children "teach" less skilled children. Children are grouped in ways that recognize and reward their various competencies and learning styles, and that allow for reciprocal teaching and learning.
- We shall emphasize the interconnectedness of all knowledge by using themes to encourage an interdisciplinary approach with "hands on" and multi-media and multi-cultural materials. Our curriculum will be organized around themes related to math and science, language/arts and social sciences in order to nurture a mastery of basic literacies. Our themes will be related to our community of Lawrence whenever possible and will grow out of an appreciation of meaningful topics for exploration by our children. For example, science projects related to the Merrimack River, history of the old mills and early immigrant workers, trips to ethnic bakeries to compare breads from Italy and Lebanon can be integrated into our various topics for exploration. We believe in the value of integrating the arts into curriculum and will use our concept of themes as an opportunity to provide children with arts-related appreciations, skills and knowledge.
- Our curriculum acknowledges the fact that computer technology is part of our children's culture. Our day care programs were among the first in the state to use classroom computers for preschool and school age children. (We were using LOGO with our Apple II computer in 1989.) We believe in using computers for younger children to reinforce class content, whenever appropriate, for example, in printing out stories which children "write" and illustrate. Older groups of children will become "computer literate" in that they will learn how to put the computer to use in learning. They will know how to use the keyboard, some basic programming, how to publish, how to access information for research and how to use the computer for practice or "drill" in learning.
- Community Day Charter School will draw upon our day care model in providing education to children who do not speak English. Children will be taught in English and grouped with English speaking youngsters. A variation on the total immersion model, our approach provides for a teacher or teacher aide who does speak in the native language in the class, but instruction is primarily in English. This method has been very effective in our day care programs in facilitating children's efforts to learn English. The presence of someone who speaks their native language helps youngsters to deal with feelings of isolation and provides them with a supportive mentor.
- Our Community Day Charter School has a strong belief in the value of learning a second language and beginning to learn that language at an early age. Based upon that belief and the ethnic culture of our community, we will begin to teach Spanish in kindergarten. In grades K-3, instruction takes an approach that emphasizes conversation, songs, rhymes, and stories, with the goal of introducing children to the vocabulary, sounds and social context of language. During grades 4-6, children begin to learn skills and concepts related to the written language, progressing to clearly stated goals with regard to written and spoken proficiency by the sixth grade level.

COMMUNITY UNDERSTANDING/SUPPORT FOR WORKING FAMILIES

As has been stated many times in this proposal, Community Day Care's mission has been one of support for working families, grounded in our immigrant working class heritage and in values related to a strong work ethic.

Founding a Charter School will be hard work, but our community responds to that challenge with energy and enthusiasm.

We have been first hand witnesses to a Welfare system that has consistently drained supports from working families. Time and time again we have seen incentives like day care withheld from people teetering on the brink of Welfare and people working their way out of the Welfare system.

We know that children and their families are healthier if they are economically self-sufficient and that very few people really want to be on Welfare. A number of our parents, our staff and our administrators have been on Welfare at one point in their lives. We come together then to support our families' needs to be self-sufficient and to support a work ethic that values independence from state subsidy.

Day Care will be an important component of our Charter School. As stated above, the school will be open for the full day, 6:00 a.m. to 6:00 p.m. to support parents' work schedules. Day Care is open fifty-two weeks per year and on public school "snow days". The school's day care program will provide tutoring and homework support to youngsters, but will also recognize the need for the day care curriculum to be differentiated from the school program. Day care and school staff will however overlap (in fact, some staff will work in both the school and day care program). There will be a unified approach to education, and staff will work as one team in developing assessment and goals for youngsters. Meeting time for planning and sharing will be built into day care staff and school staff schedules. Extended day will maximize children's ability to choose activity (or lack of activity) and allow for opportunities to socialize, play, engage in the arts, in athletics and in community projects.

The day care curriculum, though less structured than the school's, will nevertheless be viewed by our community as an integral part of the effort to help children develop skills, habits, understandings, knowledge and social competency.

In addition to full day, the Community Day Charter School also has a long term goal of providing a camp program with an academic component in order to support and sustain the learning that has taken place over the school year. Children will attend an outdoor "school" that is integrated into a camp model and that provides full day care for working families. Children in older grades will be offered curriculum based in "Challenge Adventure", a model that was designed and developed by our Latchkey staff. Children set personal and group goals for themselves that are worked out and achieved in an outdoor setting. These include rock climbing, swimming, boating on the Merrimack River, hiking and camping.

4. SCHOOL DEMOGRAPHICS:

- a. Describe the area where the school will be located. If a facility has already been secured, please state so.
- b. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

Community Day Charter School will be located in the city of Lawrence. Available space for our Charter School is not a problem in Lawrence where there are a large number of vacant buildings, due to several factors. A recent epidemic of arson-related fires has been in part the reason for many businesses and service related organizations leaving the city. In addition, many private schools have also closed due to the inability of Lawrence families to afford tuition.

As a result of these unfortunate occurrences, a number of buildings are currently under consideration by our building committee for a Charter School. We are confident that each of these meets criteria established by the committee for site selection for the school. The development of any of these sites as a Charter School will create a much needed positive impact upon the neighborhood. All of the sites are in North Lawrence, where most low income families reside. All are within walking distance of neighborhoods with young children. Each of the sites provides for outdoor play and parking. All of them are within our capacity to develop a licensed space that is cheerful, well lighted and spacious enough to allow for small and large group activity, indoor play, a kitchen, classrooms and a resource library. We have already begun negotiations on two sites, both of which we could use for other programs, should our application for a Charter School be unsuccessful.

The number of sites under consideration and our demonstrated ability to work effectively with city and state officials to meet building codes allows us to assure a September, 1994 start date, if given the opportunity.

The following sites are offered as potential locations for the Charter School:

- Prospect Street Site - A former school, currently in use by the Latchkey afterschool program and by our early education program, Prospect Academy. Either of these programs could be re-located to other sites, if we were to locate the Charter School at Prospect.
- Summer Street Site - A former K-8th grade school, currently vacant, now under negotiation by our building committee for a Charter School.
- Lowell Street Site - A former synagogue, currently vacant, now under negotiation for purchase by the building committee.
- Hampshire Street Site - A former Lawrence library, currently vacant except for Community Day Care business offices.

Since 1970, Community Day Care Center has obtained building licenses and permits for some 150,000 sq. feet of day care/educational space in approximately 20 different buildings which we have renovated and brought into compliance with city, town and state codes:

- 1970-1993 - Obtained permits and licenses to operate various day care programs in old churches and schools throughout Greater Lawrence, including designing and implementing renovation plans for the difficult to obtain "I-2" permits to operate infant/toddler centers at three different sites.
- 1989 - Hired as consultants to design and develop a renovation plan and to obtain subsequent licensing for a permit to operate day care in an old textile mill at Grieco Bros., Inc.
- 1989-1993 - Hired as consultants to design renovation plans and obtain permits to operate day care for various employer-sponsored day care sites throughout Greater Boston including sites for developers, hospitals and nursing homes.

4c. Describe any unique characteristics of the student population to be served.

Many of the unique characteristics of the population we serve have been described in our answer to question 3. We have alluded to the fact that many of us are low income and single parent families, and we have described in detail how our concept of integrated services and day care will support the unique characteristics of our population.

Our population in Lawrence has always been diverse and multi-cultural, an immigrant city. We expect that the parents who choose our Charter School will reflect that diversity, with the majority being Latino in origin, as currently reflected in the city's population. Community Day Care has an outstanding record of service to multi-cultural populations. The populations we serve are diverse, but the majority of the families who choose our programs are Latino. This is due in part to our culturally sensitive programming, but also due to our success in recruiting Latino staff. Fifty-nine percent (59%) of our staff are Hispanic. The remaining staff are Asian, Italian, Irish and Lebanese Americans, reflective of our city's population.

We will draw upon Community Day Care's success in meeting the needs of a diverse population to promote the same sensitivity to multi-cultural issues in our Charter School. We appreciate that the terms "Hispanic" or "Latino" are at best ways of describing people who speak a Spanish language but are inadequate terms for applying generalizations with regard to culture or race. We come from many different geographical locations including South America, Central America, Puerto Rico, the Dominican Republic and other Caribbean countries. We avoid sweeping generalizations about groups of people and we have learned that problems families face like drug abuse and violence are more related to poverty and economic deprivation than to racial or ethnic origin.

The following points are offered in support of our ability to satisfy the needs of our Latino population in our Charter School:

- Community Day Care has had outstanding success in recruiting qualified Latino staff who meet agency standards for excellence in teaching. We will draw upon our reputation in the community to attract experienced professional staff who share our values.
- Community Day Care has an excellent history in staff development. We designed and developed the state's first college-accredited course in Spanish for child care workers. We wrote and published the first Family Day Care Manual and Child Growth and Development textbook in Spanish, both of which are being successfully marketed and sold throughout the state and nationally. We have an excellent record for hiring entry level staff; and based upon their work performance and potential, providing opportunities for that staff to progress along our career ladder.

The agency is currently developing a course on First Aid and CPR in Spanish and is translating the First Aid Handbook for the benefit of Spanish speaking teachers who need to take courses to meet state mandates for hiring and promotion. Community Day Care was the impetus behind the state's first Family Day Care Conference for Spanish speaking day care providers. We have recently received funding to organize a regional conference for February, 1994.

We propose that the Charter School will engage in an aggressive plan for recruitment and promotion of entry level staff, and that we will continue our agency's agenda for providing tuition subsidies for staff development. As has been our practice in the past, we propose to be advocates for opportunities for Spanish speaking staff with regard to college courses, workshops and seminars.

- Our Charter School proposes to integrate a multi-cultural perspective into all areas of our curriculum. Classroom materials will reflect and support this perspective. For example, our music classes will include songs and instruments of South and Central America. Our children's books will tell stories of holiday celebrations in Puerto Rico and Cambodia. We appreciate the unique customs and cultures of our many diverse families, and we respect and value that uniqueness.
- Material for parents will be available in English and Spanish. As has been our practice in day care, school notices and newsletters will be translated into the two languages. Parent bulletin boards will also be bilingual. The resource library for parents and staff will have a variety of materials in both languages.
- As described on page nine, we envision a school where the food served reflects the ethnic origin of our student body and where the visual and performing arts also reflect their unique multi-cultural heritage.
- As described on page thirty-six, we will provide a bilingual education model that meets state requirements and that is based upon the concept of total immersion.

- We will build the Charter School on an understanding that our leadership, our initiative, is derived from the families we serve. Our mission is to be ever vigilant in our efforts to be responsive and responsible to them.
- Our vision, while based upon an appreciation of cultural diversity, is also based upon an ability to recognize the strengths and common aspirations that we all share in developing and implementing our school. We come with shared expectations and in support of values related to hard work and respect for each other. We share perspectives with regard to the importance of education to prepare our children for fulfilling and satisfying lives. It is our common goal of educating our children that draws us together on this rewarding and challenging journey toward building our Charter School.

4d. What is the school's anticipated enrollment"

4e. What grade levels will be served? How many students are expected to be in each grade or grouping?

We are confident of our ability to attract Lawrence families to our school and propose an enrollment of 140 children in seven grades (or groupings) equivalent to grades kindergarten through six, with approximately twenty children in each group. Our ratios of teaching staff to children will be 1.5 to 20.

5. RECRUITING AND MARKETING PLAN

- a. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.
- b. Specifically, what type of outreach will be made to potential students and their families?

A pitfall dangerous to new programs is the well intentioned yet potentially fatal mindset that "if we build it, they will come". Given the unique and exciting features of Community Day Charter School as described in this proposal, the assumption might be made that the "school will speak for itself" and will reach full enrollment with little energy expended in the area of recruitment. Community Day Care has recognized throughout its history, however, that decisions parents make pertaining to their children's development and safety rely upon intense scrutiny and require an atmosphere of trust. This fact is a common denominator among parents, which transcends educational experiences, income levels and cultural backgrounds. It is also a fact which Community Day Care supports philosophically in all aspects of its relationships with parents, including all marketing and outreach efforts.

We therefore envision a very aggressive multi-faceted marketing and recruitment campaign for Community Day Charter School, involving all aspects of the Lawrence community. Over the past twenty-five years, Community Day Care of Lawrence has met with repeated success in effectively building new program enrollment to maximum capacity, with current programs maintaining waiting lists. Given our tenure and position within the community, Community Day Care has been able to identify both formal and the equally, if not more important informal patterns of communication. This understanding has served as the cornerstone of all of our past recruitment efforts. We will be drawing upon these approaches and strategies in publicizing Community Day Charter School.

Community Day Charter School's founding board has set the goal of July 15, 1994 to reach full enrollment. This will require an array of outreach efforts, including the following:

- **Leafletting in English and Spanish to:**
 - area church groups
 - health clinics, pediatrician offices, dentist offices
 - community crime watch groups
 - neighborhood stores
 - human resource departments within local businesses
 - area libraries
 - banking institutions
 - parent information centers

- **Press releases in English and Spanish to:**
 - Lawrence Eagle Tribune
 - In-house newsletters published by area employers
 - Local radio stations, including: WCCM, WCGY and WNNW (Spanish speaking station)
 - Boston Sunday Globe "Northwest Weekly" Section
- **Community Meetings, held with:**
 - area church groups
 - area child care centers
 - Lawrence Public Library (main branch and South Lawrence branch)
 - the Lawrence Youth Commission
 - Cable T.V. "community call-in meeting"
- **Outreach with and through area Human Service Agencies and Health Care Institutions, including but not limited to:**
 - Department of Social Services
 - Department of Public Welfare
 - Mass Society for the Prevention of Cruelty to Children
 - Family Health Center
 - Holy Family Hospital
 - Lawrence General Hospital
 - Family Service Association of Greater Lawrence
 - Child Care Circuit (family care resource and referral agency)
- **Outreach to current families utilizing programs under the Community Day Care Center of Lawrence, Inc. as well as to families who have utilized our programs in the past.**

At any given time, Community Day Care Center provides services to over 900 families, with over 78% of these families representative of Latino cultures. Many of these families have encouraged us to pursue this Charter School initiative and have indicated their desire and willingness to act as spokespersons, in promoting Community Day Charter School within their local community groups.

- **Advertising**

Advertising will include area newspapers (English and Spanish speaking publications), local radio stations, public transportation posters.

- **Open Houses at School Facility**

Parents will have an opportunity to visit classrooms, meet staff, examine educational materials and speak with administrators.

All parent inquiries pertaining to the Community Day Charter School will promptly receive a call back from a "school spokesperson". We will draw from the School's founding board to designate a group of spokespeople, who will be trained in advance of the recruitment initiative to respond consistently and directly to all parent contacts. Parents will also receive written literature in English and Spanish, further describing the School.

As is evident from the School's curriculum philosophy, we are aware that learning occurs in a variety of ways and that the mission and challenge for us as educators is to develop an environment which promotes a variety of learning methods. This philosophy serves as the basis for our approach to community outreach and marketing as well, by providing a variety of opportunities for the community to learn about Community Day Charter School, encompassing the written word, visual materials, as well as presentations and opportunities to observe our learning philosophy in action when our teachers and administrators have the opportunity to meet and interact with potential students.

Descriptive materials related to the school will include information on the school's philosophy, class size, teacher/student ratio, data on the school's performance and level of quality, special program components, transportation plans as well the school's "equal opportunity" enrollment policy.

Promotion of Community Day Charter School will be an integral component of the school's ongoing annual activities to insure full enrollment in subsequent years and to maximize public awareness and understanding of the school. We fully anticipate that given the pioneering nature of the state of Massachusetts' Charter School initiative, Community Day Charter School will receive numerous informational inquiries from the public as well as the private sector. We will welcome and in fact encourage visits from interested parties, including but not limited to: individuals from the corporate world, community, state and local leaders, individuals from other states considering similar initiatives, educators, the media and staff from other Charter Schools. Informational materials will be professionally developed, to share with visitors as well as to distribute when attending public events and/or when making speaking engagements. Press releases will be prepared on an ongoing basis, to be submitted to a variety of local as well as state-wide media avenues, in English as well as Spanish. Just as we view future graduates of Community Day Charter School as potential "ambassadors" for the city of Lawrence, we view the school itself as modeling this role, not only for the city, but also for the Charter School concept.

6. ADMISSIONS POLICY:

6a. Describe the admission methods and standards you will use to select students.

We will keep a careful record of inquiries about our school. Parents will receive prompt information regarding the school's philosophy, program and application procedures. These will be available in English and Spanish.

Community Day Charter School's admission policies are based upon the goal of assuring the very best program for each child. To insure that goal, we have developed a process which serves to build a "contract" between the family and the school. The term "contract" has no legal meaning in the formal sense of that word but refers instead to the school and the parent building a relationship that is based upon agreement and shared values. In order to facilitate the parent and child's understanding of the school and the school's understanding of the parent and child the following procedures will take place:

- Parents (and child) will visit the school, observe in the classroom, tour the facility and meet with the Head of School to discuss the school in general and in detail. Children and parents will describe themselves and their expectations of a school. (In the case of the first year, families will visit the facility but will not have the opportunity to observe in the classroom prior to the school's opening.)
- Parents and children will be given written information about the school (English and Spanish) including school philosophy, group size, teacher ratio, the code of conduct, school policies, etc.
- Parents will also be asked to provide a developmental profile of each child by filling out a form, or if they prefer, by speaking with the Head of School. Conversations will be facilitated in Spanish as needed.
- The Head of School will interview each child with the parent present. This interview will include informal discussion and assessment in the case of younger children (K and Grade 1). In the case of children in Grades 2-6, the interview will include conversation about the child's expectation of school and the school's expectation of the child, including standards of behavior. If the exchange up to this point reveals any special needs of the child, the parent and Head of School will explore how the school will meet those special needs.

It is important for both the parent and our school to feel a "connection" in terms of what is being offered, what is required by our school and how our program will meet the child's needs.

Admission to the school will be on a first come first serve basis. Lists will be kept of all persons who are interested in initiating the admission process. These will be dated, time stamped and used to call parents in for interviews. Classes will be filled on this first come, first serve basis up to eighty percent. Two openings will be saved in each grouping for lottery. At a certain date, all remaining (twenty percent) openings will be filled by lottery, the procedures for which will be distributed in writing to interested parents. Lotteries will be public, and winners and others will be listed and recorded according to the order in which they are drawn. Waiting lists will be updated during the year, and beginning with its second year of operation, our school will give priority to the siblings of children already in the school.

Below please find two Admissions timetables, one which would be utilized for a 1994 opening and one applicable to a 1995 start date:

1994 OPENING

March-June 1, 1994:	Applications processed, interviews held, classes filled to 80% capacity.
June 1-July 15, 1994:	Applications received are held.
July 15, 1994:	Lottery to fill remaining capacity is held, and additional families are put on waiting lists, to fill vacancies throughout the year. If classes are not filled, applicants from other towns will be accepted on a rolling admissions basis.

1995 OPENING

September, 1994-January, 1995:	Applications received.
January-May 15, 1995:	Applications processed. Parents visit. Interviews are held.
May 15, 1995:	Classes filled to 80%.
May 16-June 15, 1995:	Lottery to fill remaining capacity is held, and additional families are put on waiting lists, to fill vacancies throughout the year. If classes are not filled, applicants from other towns will be accepted on a rolling admissions basis.

6b. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Our open admissions policy reflects our commitment to a diverse student body. We seek to bring together children of various academic abilities and intelligence to create a community of learners. We believe in being a school which adapts itself to the needs of the child. We do not conceive our school as a place with narrow or rigid criteria for admission.

Community Day Charter School will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities which will be made available to students at the school. It will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement in its administration of its admissions or educational policies or in relation to its athletic or any other school-administered programs.

7. PROFILE OF FOUNDING COALITION:

- 7a. Describe the make-up of the group or partnership that is working together to apply for a charter.**
- 7b. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.**
- 7c. Include any plans for further recruitment of founders or organizers of the school.**

The founding group of our Charter School is comprised predominantly of parents, who have come together as a result of their association with Community Day Care. Based upon the excellence of our early education and school age day care programs, as well as our Kindergarten through Grade 2 school at Prospect Academy, these parents have encouraged the development of a public school which offers the sense of partnership and parent influence that has been predominant in our other programs. The parents who support our school come from a variety of associations with Community Day Care.

To provide an understanding of Community Day Care and to illustrate consistency and accomplishment with regard to the agency's mission of providing educational programs and support to working families, we offer the following history of program development. All of these programs have achieved full enrollment and are all successfully operating.

- 1969 PRESCHOOL EARLY EDUCATION and Day Care program, founded by community volunteers and developed with funding from the Department of Public Welfare and local church groups (approximately 60 children).**
- 1974 LATCHKEY SCHOOL AGE PROGRAM, offering some 100 children after school day care, full day on school vacations and holidays during the school year and summer camp during July and August. The program curriculum includes individual tutoring, arts education, life skills education and outdoor Challenge Adventure education.**
- 1975 FAMILY DAY CARE, a day care program for children from three months to five years (approximately 150 youngsters) who are placed in the homes of contracted day care providers throughout Lawrence. Family Day Care is the State's first program to hire Latino providers, many of whom are homeowners and community leaders in Lawrence today. Family Day Care has an early history of providing family day care children with developmental screening and developing individual educational plans which are then used by providers as a basis for planning activities in the homes.**
- 1980 LAWRENCE INFANT TODDLER PROGRAM, offering child care to the young children of teen parents who must attend Lawrence High School in order to be eligible for the service.**
- 1982 LOS AMIGOS CHILD CARE CENTERS, a minority business enterprise offering preschool and school age programs in public housing in the City of Lawrence. Priority for placement in the day care programs is given to families who live in public housing and who must be working. Because of the reputation of its excellent educational programs, the Los Amigos programs have been able to be successful in attracting families from outside "the projects" into its project based centers.**

- 1982 **CAREER LADDER DEVELOPMENT FOR LATINO CHILD CARE WORKERS**, the state's first program to provide child growth and development college courses in Spanish to help Latino day care teachers to meet state requirements for promotion along a career ladder in day care. The agency also developed and published the state's first Family Day Care manual and Child Development Textbook in Spanish, both of which are being successfully marketed and sold throughout the state and nationally.
- 1983 **ANDOVER COMMUNITY CHILD CARE**, a large multi-program, employer supported center at Phillips Academy in Andover offering (over a ten year period) day care and early education that meets quality standards of the educationally aware faculty and staff of Phillips Andover Academy.
- 1985 **CHILD CARE CIRCUIT**, founded over ten years ago because of the shortage of day care supply in order to help parents find available care and to stimulate the development of new day care. The program was also developed to provide training and education to parents, public and private school teachers and day care providers. Child Care Circuit has promoted the agency's mission to provide support for working families and education to all members of our community in a number of ways:
- Development of an automated child care database for use in counseling parents about the availability and characteristics of day care throughout 45 towns and cities of the Merrimack Valley.
 - Creation of resource curriculum kits offered to teachers on a low cost rental basis. Kits include an array of multi-cultural materials that appeal to a range of learning styles and are organized around a general theme. Some 100 kits were rented 950 times last year to public and private school teachers throughout the 45 towns and cities served by Child Care Circuit.
 - Training, college courses, workshops and support groups - attended by some 2500 people during 1993.
 - Administration of the state's child care voucher management program for Mass Jobs/Department of Public Welfare.
 - Partnerships and contracts with private corporations and foundations to facilitate support to working families and education to day care teachers:
 - Day care information/counseling and parent workshops for employees of GE, Work Family Directions, Raytheon, local banks, nursing homes and small businesses.
 - Training and education including courses and workshops for teachers and providers funded by Work Family Directions, United Way Mass Bay, Office For Children, and others.
 - Development of start up, turn-key day care centers for employers including Grieco Bros. (a textile manufacturer in Lawrence), Hamilton Realty, hospitals, nursing homes and churches.

- Provision of needs assessments, and feasibility studies around a range of child care related options to numerous customers interested in child care for employee benefits.

1992 PROSPECT ACADEMY, a K-2 independent school offering early education and before and after school care for families from Lawrence, Haverhill, Methuen and North Andover, as well as other scattered towns throughout the Merrimack Valley. Unfortunately, families from Lawrence, though enthusiastic about Prospect, have not been able to afford even the low cost tuition of the school. Lawrence families have urged us to provide the same excellent educational program in our new Charter School and much of the support for our Charter School is based upon the hope that the public school which we develop will have the same high quality as Prospect Academy, which is so well regarded in the Greater Lawrence community.

1993 CAMPUS LEARNING CENTER, an early education and day care program at Northern Essex Community College, Lawrence for children from three to five years, for the families of faculty, staff and students.

It is important to assure readers of this proposal of the enthusiasm and support of the community Day Care Board for the Charter School. Representatives of that Board have worked closely with members of the founding Board to provide support and technical assistance.

Joint meetings between the groups have promoted mutual understanding and dedication to the project. Community Day Care Board members are currently working on a building committee to identify, from a range of excellent possibilities, a site for the Charter School. Representatives of both groups have met with a number of community persons to promote support for our concept, including leaders from business, government, education and the social services.

Community Day Care has a proven track record of collaboration with community groups. We are able to draw upon relationships we have already established with health organizations, social service organizations, businesses, private foundations, colleges and state organizations to garner support for our Charter School. Some specific examples of previous collaborations are listed below:

- Community Day Care recently received money from the Stevens Foundation to fund a resource van for family day care providers and funding from United Way Mass Bay to provide training courses.
- Community Day Care works with the Mass Society for the Prevention of Cruelty to Children on a contractual basis to purchase counseling and therapy service for families at various day care centers.
- Community Day Care has worked in partnership with the City of Lawrence and the Department of Training and Development to provide training programs for under-employed workers.

- Community Day Care employs a physician at the local Family Health Center as a consultant on health issues. Physicians in training come to our sites to observe our children as part of their residency requirements.
- Community Day Care works closely with the local Department of Social Services. On the state's last open bid for day care services, Community Day Care was rated by the Department as first on their list of candidates for funding.
- Community Day Care has provided employee benefit services for a number of corporations and businesses including GE, Raytheon, AT&T, NYNEX, Malden Mills, Andover Bank and numerous other clients.
- Community Day Care has received corporate donations from businesses including Raytheon, AT&T, Shawmut Bank, Essex Bank, Metropolitan Life Insurance and others.
- Community Day Care's resource staff has developed curriculum kits for a number of public schools throughout the state, and public school teachers attend workshops and seminars sponsored by our Child Care Circuit.
- Community Day Care staff serve on a variety of statewide and local committees to promote quality in education issues.
- Community Day Care staff have been workshop presenters at annual conventions of the National Association for the Education of Young Children (NAEYC).

Over the 25 year history of our organization, we have developed partnerships and relationships with more groups than we can possibly mention in this proposal. All of these relationships can be drawn upon for support for our Charter School.

We propose, however, to explore additional support for our school, should our application be approved. We have already initiated meeting with universities (University of Lowell and Boston College) to discuss the placement of interns at our school. We have also met with William S. Edgerly and at his suggestion have contacted several business leaders from our area who have expressed their interest in helping to improve public education. We look forward to utilizing the interest and enthusiasm generated by the Charter School concept to develop additional partnerships and collaborations. For example, we envision potential collaborations with the Immigrant City Archives in Lawrence, the Merrimack Valley Textile Museum, the Addison Gallery at Phillips Academy and the state's Massachusetts Cultural Council.

8. TIMETABLE:

8a. Discuss a timetable of events leading to the opening of a charter school.

Please refer to the GANT chart found on the following two pages. We have developed a timeline to track the major steps necessary to successfully open the Community Day Charter School in September, 1994. These tasks are considered major in scope but have many related, subordinate tasks not detailed in this document.

8b. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

We are most confident about the feasibility of opening school doors in 1994, if given the opportunity. We have a proven track record of start up for educational programs based upon tight time lines. We base our readiness to open in 1994 upon the following criteria which we address in this proposal:

- Curriculum development
- Building
- Existing market, ie. student population
- Capital resources
- Management expertise
- Staff resources
- Reputation in the community
- Community support

THE COMMUNITY DAY CHARTER SCHOOL - TIMELINE

Name	Duration	Scheduled Start	Scheduled Finish	1994																									
				January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February
School Doors open	25.2w	March 15, 1994	September 7, 1994																										
Implement Marketing Plan	15.4w	March 15, 1994	June 30, 1994																										
Parent Advisory Board Schedule	23.8w	March 15, 1994	August 29, 1994																										
Staff Recruitment Plan	8.6w	March 15, 1994	May 13, 1994																										
Improvements to Building	24.8w	March 15, 1994	September 5, 1994																										
Develop Administration Infrastructure	5.6w	March 15, 1994	April 22, 1994																										
Develop Registration Agreement	1.6w	March 21, 1994	March 31, 1994																										
Develop Job Description	3.8w	March 21, 1994	April 15, 1994																										
Student Recruitment	12.8w	April 1, 1994	June 30, 1994																										
Order Furniture & Fixtures	17.8w	April 4, 1994	August 5, 1994																										
Design Transportation Program	7.8w	April 4, 1994	May 27, 1994																										
Review Title I & Special Needs	13.2w	April 4, 1994	July 5, 1994																										
Develop & Print Parent Handbook	6.6w	May 16, 1994	June 30, 1994																										
Curriculum Review	4.2w	June 1, 1994	June 30, 1994																										
Order Playground Equipment	9w	June 6, 1994	August 8, 1994																										
Develop Parent Newsletter	11.8w	June 6, 1994	August 26, 1994																										
School Calendar	3.6w	June 6, 1994	June 30, 1994																										
Lunch & Milk Money Procedures	5.8w	June 13, 1994	July 22, 1994																										
Team Building & Development	4w	June 24, 1994	July 22, 1994																										
Order Computer Hardware & Software	8w	July 1, 1994	August 26, 1994																										
Order Curriculum Kits & Books	7.4w	July 11, 1994	August 31, 1994																										
Develop Menu With Cook	1.8w	July 18, 1994	July 29, 1994																										
Order Food & Supplies	4.8w	August 1, 1994	September 2, 1994																										
Day Care Program	4.8w	August 1, 1994	September 2, 1994																										
Assessment Plan for School Guidelines	5w	August 1, 1994	September 5, 1994																										
Day Care Enrollment & Billing	4.8w	August 1, 1994	September 2, 1994																										
Set-up Classrooms	1.8w	August 8, 1994	August 19, 1994																										

[illegible]

				January 1994			February 1994			March 1994			April 1994			May 1994			June 1994			July 1994			August 1994			September 1994			October 1994										
Name				6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18	25	2	9	16	23
Staffs First Day	Duration	Scheduled Start	Scheduled Finish																																						
	2w	August 15, 1994	August 29, 1994																																						
Parent & Faculty Meetings																																									
	0.8w	August 22, 1994	August 26, 1994																																						
Parent, Faculty & Students Meetings																																									
	0.8w	August 29, 1994	September 2, 1994																																						

Standard 10: Statistics

In grades 5-8, the mathematics curriculum should include exploration of statistics in real world situations so that students can:

- *systematically collect, organize and describe data.*
- *construct, read and interpret tables, charts and graphs.*
- *make inferences and convincing arguments that are based on data analysis.*
- *evaluate arguments that are based on data analysis.*
- *develop an appreciation for statistical methods as powerful means for decision making.*

Standard 11: Probability

In grades 5-8, the mathematics curriculum should include explorations of probability in real world situations so that students can:

- *model situations by devising and carrying out experiments or simulations to determine probabilities.*
- *model situations by constructing a sample space to determine probabilities.*
- *appreciate the power of using a probability model by comparing experimental results with mathematical expectations.*
- *make predictions that are based on experimental or theoretical probabilities.*
- *develop an appreciation for the pervasive use of probability in the real world.*

Standard 12: Geometry

In grades 5-8, the mathematics curriculum should include the study of the geometry of one, two and three dimensions in a variety of situations so that students can:

- *identify, describe, compare and classify geometric figures.*
- *visualize and represent geometric figures with special attention to developing spatial sense.*
- *explore transformations of geometric figures.*
- *represent and solve problems using geometric models.*
- *understand and apply geometric properties and relationships.*
- *develop an appreciation of geometry as a means of describing the physical world.*

Standard 13: Measurement

In grades 5-8, the mathematics curriculum should include extensive concrete experiences using measurement so that students can:

- *extend their understanding of the process of measurement.*
- *estimate, make and use measurements to describe and compare phenomena.*
- *select appropriate units and tools to measure to the degree of accuracy required in a particular situation.*
- *understand the structure and use of systems of measurement.*
- *extend their understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.*
- *develop the concepts of rates and other derived and indirect measurements.*
- *develop formulas and procedures for determining measures to solve problems.*

TECHNOLOGY

Philosophy:

We are committed to creating a program which will equip students to succeed in a technological society giving them not only the fundamentals of computer literacy but also confidence in their ability to adapt to and create technological challenges. We believe that children in K-2 levels learn best through concrete experience. Use of computers will be informal and treated as a resource to the classroom, as well as an introduction to technology. The use of computers will be greatly expanded in Grades 3-6.

Goals:

We recognize that the success of this program will depend on the ability of teachers to take advantage of current programs available. We will train staff, using in-service training opportunities as well as an in-house consultant. Teacher training is necessary because teachers need to feel comfortable in using computer technology. They need to understand how the computer fits into their pedagogy as both an instructional tool and a resource for students. They need to be able to model for their students their computer literacy within an atmosphere of confidence. Inservice training will be ongoing to keep them aware of current advances in technology. It is important to excite teachers with possible applications of new technologies such as: multi-media, networking and the information super highway.

Formal instruction in keyboarding, graphics and word processing will begin in Grade Three. We will develop a program which builds student skills and allows teachers to integrate technology with themes, as part of curriculum at each level. We will have computer work stations within each individual classroom in order to allow access for instructional purposes and assignments.

Skill Development:

We believe that children need knowledge and skills in the following areas:

- *Understands the fundamental operations of a computer system.*
- *Is proficient in keyboarding.*
- *Demonstrates word processing skills.*
- *Is familiar with graphics.*
- *Is aware of the technology of telecommunication ,including Laser disks, CD-ROMs.*
- *Understands how to access information through a computer.*
- *Understands how to use data bases.*
- *Understands the roles of computers and technology as an integral part of our society.*

ARTS AND HUMANITIES

To succeed in the 21st century, we will need to teach ourselves and our children to communicate in many ways. Our school will incorporate a variety of approaches which encourage self expression and validate creative attempts.

Understanding the life themes which are elaborated in the arts and literature throughout history adds to children's views of themselves as part of human development. Models of people dealing with issues of conflict, loneliness, love, family, work and celebration are invaluable in providing perspective to children in helping them with decisions and choices in their lives. The best way to help children gain knowledge is by engaging them in conversation and reflection on our common human experiences.

In order to do this, children must be exposed to many forms of literature and artistic experiences. They must also learn the vocabulary and fundamentals of written expression, oral expression and the arts.

LANGUAGE ARTS

Philosophy:

We believe that acquiring strong skills in written and spoken language is critical for each student. Reading and writing are essential for the study of mathematics, science, the humanities and social sciences. Learning the power of one's own words develops adults who can communicate effectively in the world. Understanding the written word is vital for success in any field.

We ascribe to a literature based language arts program, with many opportunities for self-expression in writing and speaking. We will encourage children to take risks in creative expression while ensuring basic skills development.

We are committed to developing students' abilities to analyze, discuss meaning, question ideas and use higher order thinking skills.

Goals:

The goal in our language arts program is for students to become receptive and articulate, to be able to clearly present their own thoughts, ideas, opinions and values through oral, written and creative expression.

Skill Development:

We believe children need knowledge and skills in the following areas:

- Language Arts
 - *Listens to and distinguishes phonetic sounds.*
 - *Listens for meaning and information.*
 - *Listens to and appreciates different types of oral presentations without interrupting.*
 - *Understands and responds to words used in emergencies.*
 - *Understands descriptions of events and experiences.*
 - *Understands and identifies speaker's purpose and point of view.*
 - *Identifies, recalls and retells important details with main ideas.*
 - *Summarizes information and draws conclusions incorporating independent thinking.*
 - *Recognizes language patterns and intonation in various types of literature.*
 - *Responds to speaker in a variety of ways.*
- Speaking
 - *Expresses needs, thoughts, feelings and ideas effectively.*
 - *Increases vocabulary, uses new words appropriately.*
 - *Speaks, using correct pronunciation, grammar, sentence structure in oral presentations.*
 - *Uses appropriate communication skills in a variety of settings (oral reading, presentations, debates, interviews).*
 - *Organizes, paraphrases and presents information for specific purposes.*
 - *Leads discussions.*
- Reading
 - *Reads for information and enjoyment.*
 - *Uses a variety of strategies to derive meaning from text (phonetic, structural, contextual).*
 - *Understands use of grammar, sentence structure, syntax.*
 - *Reads independently and fluently.*
 - *Develops critical thinking skills, understanding the main idea, making inferences, predicting outcomes, understanding cause and effect, identifying plot, theme, character and analyzing information and points of view.*
 - *Follows written directions.*
 - *Recognizes correct sequence in sentences, paragraphs and stories.*

- Writing
 - *Writes using conventional grammar, punctuation and capitalization.*
 - *Uses appropriate vocabulary.*
 - *Writes for a variety of purposes (ie. stories, essays, journals, research, letters, reports, poetry, plays).*
 - *Understands and uses "writing process" approach.*
 - *Expresses ideas and thoughts in written form.*
 - *Internalizes sense of power in writing.*
- Literature
 - *Identifies genres within fiction and non-fiction works.*
 - *Recognizes, analyzes, interprets and evaluates elements of literature.*
 - *Recognizes and appreciates diverse points of view.*
 - *Recognizes universal themes.*
 - *Relates literature to personal experience, prior knowledge.*
 - *Interprets literature through creative expression (music, art, sculpture, role playing).*

Our scope and sequence, found at the end of this Question provides a detailed presentation of benchmarks toward mastery in the skill areas of Listening, Speaking, Reading and Writing. The shaded areas indicate levels of continuous progress. A level "7" is included, in anticipation that some of our students may be functioning at a higher skill level. This "Scope and Sequence" is presented as a paradigm, to demonstrate the level of detail which will be undertaken in developing similar "scope and sequence" tools for all other curriculum disciplines summarized in this section.

FOREIGN LANGUAGE

Philosophy:

We believe that children who learn two languages benefit in a variety of ways. Not only can they speak and write that language, they also gain an understanding of another culture, people and country. We propose the creation of a program in Spanish literacy which will support Latino children in writing, reading and speaking their first language as well as promote Spanish as a second language for English speaking students. Materials in each room will include Spanish books, charts, stories and labels.

Goals:

Our foreign language specialist will design a K-3 experience that uses an informal approach, games, songs, rhymes and stories. Grades 4-6 will begin to develop writing and conversation skills.

Skill Development:

We believe students need knowledge and skills in the following areas:

- Speaking:
 - *Learns vocabulary for basic conversation in Spanish.*
 - *Learns vocabulary related to themes.*
 - *Expresses ideas and needs in Spanish.*
- Listening:
 - *Hears literature in Spanish.*
 - *Listens to songs, rhymes in Spanish.*
 - *Understands Spanish conversation.*
- Reading:
 - *Recognizes Spanish words and matches words with pictures.*
 - *Begins to read Spanish books and stories independently.*
- Writing:
 - *Uses appropriate Spanish grammar.*
 - *Uses appropriate Spanish vocabulary.*
 - *Expresses ideas and thoughts in Spanish for a variety of purposes.*
- Cultural Awareness:
 - *Appreciates legends, holidays and heritages from various Spanish speaking countries.*

THE FINE ARTS

Philosophy:

We will develop an environment in which we nurture creative and playful self expression through a variety of hands-on art, music, movement and dramatic activities, giving the opportunity for every child to develop skills and confidence in these areas and encouraging them to express themselves and view themselves as artists. We view the arts as an integral part of the curriculum deserving attention, focus and commitment. We believe that some students learn best through the use of artistic modalities and creative expression and that subject matter is enriched by drawing from artistic models and experience.

Goals:

Art specialists will work closely with teachers to ensure that each theme studied includes an artistic dimension, allowing students to show what they have learned. We will encourage choices, where children create, invent and design their own works of art. We envision children developing respect for their own and other's creative work. Our program will nurture self confidence and willingness to try new skills; it will work with new media, using various tools and techniques. Children will be encouraged to use the arts for expression of their own ideas, thoughts and feelings. It is our desire to provide ample opportunities to light the spark of creative potential.

Skill Development:

We believe children need knowledge and skills in the following areas:

Music:

- *Participates in musical activities by listening to a chorus, orchestra and band and/or plays an instrument and sings songs and melodies.*
- *Understands the basic elements of music: tone, rhythm, melody, harmony, texture, form, tonality.*
- *Uses these basic elements to compose a pattern, melody or song.*
- *Appreciates instruments, songs and melodies from other cultures.*
- *Plays a simple instrument such as a recorder and reads simple music.*

Visual Arts:

- *Understands that the elements of art (ie. line, shape, form, texture, space, value, color) are the basic ingredients of visual expression such as printing, drawing, abstracts, cartoons and caricatures.*
- *Comprehends that the principles of art (ie. unit, harmony, rhythm, balance, contrast, variation, emphasis, proportion and transition) are the ways that the elements are used in creating paintings, murals, or environmental and organic art.*
- *Develops an awareness of the blend of elements and principles in art form leading to increased use, enjoyment and appreciation of creative expression.*
- *Understands the role of critical thinking skills, arranging and planning a design such as in architecture.*
- *Appreciates that the visual arts can be pleasing to the artist and/or the observer and needs no further significance, use or purpose.*
- *Engages in activities related to crafts, photography, painting, drawing, textiles, jewelry making and sculpture that promotes an appreciation of visual arts.*
- *Feels confident in being able to express his originality, independence and imagination through visual art forms.*

Drama:

- *Observes and participates in a variety of dramatic activities; dialogue, pantomime, role playing, improvisation and plays.*
- *Understands and appreciates the elements of dramatic action (events, scenes, dialogues, acting, lighting, staging, etc.)*
- *Creates puppet shows and plays, using the elements of dramatic action.*
- *Understands and interprets various forms of literature (ie. comedy/tragedy, soliloquies, etc.)*
- *Appreciates and participates in story telling, using dramatic action.*
- *Uses technology to create and record dramatic action.*
- *Appreciates folk stories and plays from other cultures.*

Dance:

- *Observes and participates in movement and dance.*
- *Understands the elements of dance, including movement, space, force and time.*
- *Feels confident in using the body to communicate moods, feeling, ideas, images and interpretations.*
- *Understands how dance relates to music regarding beat, tempo and rhythm patterns.*
- *Is exposed to and appreciates the different types of dance, such as ballet, modern, tap, interpretive, etc.*
- *Is exposed to and appreciates dances from his own and other cultures, including clogging, contra dancing, square dancing, tarantella, cha cha, Irish step dancing and other folk dances.*
- *Comprehends the healthful aspects of dance such as the benefits of aerobics, flexibility, muscle toning, etc.*
- *Uses technology to create and record dramatic action.*

History of Arts and Artists:

- *Applies knowledge of visual arts, drama, music to appreciating works in a variety of settings, such as museums, ballets, theaters, etc.*
- *Is exposed to and appreciates works in different types of art museums, including the Textile Museum, the Contemporary Museum of Art, the Lawrence Heritage Park, the Decordova Museum, the Addison Gallery and the Peabody Museum.*
- *Recognizes and appreciates how the social sciences are depicted through artistic expression. For example, the student notices different clothes, geographies, modes of transportation, environments, etc.*
- *Is aware of and appreciates the contributions of women as artists, such as Georgia O'Keefe, Frida Kahlo, Faith Ringgold.*
- *Recognizes and appreciates artistic contributions from America and throughout the world, including those of William H. Johnson, Norman Rockwell, Remington, Alice Neel, Botticelli, Rembrandt, Monet, Dali, etc.*

- *Is introduced to and appreciates contributions to art from various civilizations and cultures such as prehistoric cave paintings, Egyptian Art, Classical Art from the Greeks and Romans, art from the Byzantine Empire, paintings from the Renaissance period, Buddhist and Asian paintings and Primitive Art.*
- *Is introduced to periods of art including Impressionism, Realism, Modern and Abstract Art.*
- *Is exposed to and appreciates painters, composers, dancers, musicians as all being artists in their own genres.*
- *Recognizes that the original Donatello, Michaelangelo, Leonardo, and Rafael made major contributions to the worlds of art, design, imagination and invention centuries prior to the evolution of their turtle namesakes.*
- *Understands and appreciates the importance of art in our every day life and of the need to support the arts as members of a community and as a society.*

SOCIAL SCIENCES

Philosophy:

We will create an environment where students are contributing, informed and responsible citizens. Our school community will model these expectations by including students in policy discussions, and problem solving. We will promote appreciation of each child's heritage through literature, celebration of traditions, music, art and an understanding of historic, geographic and cultural dimensions. Field trips, guest speakers, pen pals and service projects will connect our curriculum to real life issues and concerns.

We seek to use the awareness gained through innovative, open and interactive classes to build self esteem, confidence, respect, responsibility and leadership.

Goals:

The goal of our Social Science program is to develop understandings and skills in our students that promote civic responsibility and perspectives on United States and world history. We want our students to understand that they are not only a part of a family and a community but that they are a part of the interwoven fabric of society. What they do as private citizens affects the community as a whole. In order for them to understand this interdependence, they must also develop knowledge and skills in the areas of geography, economics, cultural perspectives, social systems, personal health and physical education.

Skill Development:

We believe that students need knowledge and skills in the following areas:

- Individual civic responsibility
 - *Perceives self as part of the human community.*
 - *Demonstrates self-awareness and uniqueness as an individual.*
 - *Demonstrates positive self-image.*
 - *Understands role of individual in family.*
 - *Describes family unit and interrelationships.*
 - *Describes individual role in school, regarding rules, work and play.*
 - *Develops group relations with others and works cooperatively.*
 - *Demonstrates responsible work habits.*
 - *Communicates effectively.*

- Active Community Participation

- *Develops awareness of communities ie. neighborhoods, organizations, areas, systems, cultures, etc.*
- *Recognizes interdependence of individuals and groups within community.*
- *Understands and identifies needs of community members and systems that support them.*
- *Identifies how community provides goods, services to community members.*
- *Exhibits awareness of how economic, technological, political, environmental factors affect individuals, growth and development of communities.*
- *Demonstrates understanding of roles of working men and women and respects working people's contributions to community.*
- *Compares and contrasts own community with others locally, nationally, and globally.*
- *Demonstrates understanding of how cultural diversity is expressed through art, music, literature, traditions, holidays and values.*
- *Explains how communities govern themselves.*
- *Understands citizenship and responsibilities in communities.*

- Critical Understandings of United States and World History and Geography

- *Describes United States in relation to symbols, institutions, citizenship, responsibilities and traditions.*
- *Traces evolution of the United States, incorporating histories and cultures of Native Americans as well as immigrants.*
- *Develops awareness of wide variety of experiences and events that are part of the settlement and growth in the United States.*
- *Develops an awareness of ancient civilizations and their contribution to contemporary society (ie. in depth study of Egyptian or Mayan culture).*
- *Identifies major geographic regions of U.S.*
- *Locates world geographic regions relative to other regions.*
- *Divides larger geographic regions into smaller regions based on cultural characteristics.*
- *Traces population movements from one geographic location to another.*
- *Identifies major climate regions throughout world.*
- *Identifies characteristics of earth's geographic patterns such as deserts, grasslands, tropical rain forests.*
- *Describes how geographic locations may affect occupations and lifestyles.*
- *Uses technology to enhance understanding of the earth's geographic regions.*

● Maps

- *Expands map and globe skills; uses and interprets symbols; identifies and follow directions.*
- *Develops simple locational terms and skills, using maps and globes.*
- *Utilizes maps and globes to demonstrate skills related to direction, distance, symbols, location, as well as earth's size, shape and motion.*
- *Expands map and globe skills and utilizes them to construct their own models.*
- *Makes effective use of charts, graphs, and maps.*
- *Demonstrates effective use of longitude and latitude.*
- *Uses technology to enhance map and globe skills and to create maps and globes.*

● Environmental Awareness

- *Demonstrates how environments have influenced the development of different regions.*
- *Recognizes natural resources in our environment.*
- *Makes simple observations to describe the weather, seasons, school, and neighborhood.*
- *Relates how people conserve and use natural resources.*
- *Explains how people conserve and use natural resources.*
- *Helps to create and implement a project to conserve a natural resource.*
- *Understands personal responsibility for environment.*

● Cultural, Political, Social and Economic Systems

- *Identifies different political systems that have evolved to deal with social, cultural, political and economic problems.*
- *Demonstrates understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions and values.*
- *Describes historical, political, economic, social, cultural and religious development.*
- *Explains different ways regions may be classified such as cultural, political and economic.*
- *Compares, contrasts and appreciates different social, economic, cultural and ethnic societies around the world.*
- *Locates, identifies and describes well known economic areas around the world.*
- *Identifies different types of economic systems that have evolved to deal with basic economic functions, ie. feudalism, castes, capitalism.*
- *Understands fundamentals of personal economics, ie. money management, banking, saving.*
- *Develops awareness of similarity and diversity of groups within our American culture and in other cultures.*

- *Appreciates minority contributions of racially and ethnically diverse groups as well as variety of roles and contributions of individual women and men.*
- *Recognizes the significance of multi-cultural celebrations, traditions and holidays in the lives of all people.*
- *Appreciates and understands how art, music and literature of multi-cultural society are assimilated and interwoven.*
- *Describes how societies change over time.*
- *Develops a perspective on personal life experiences in order to see oneself as part of the larger human adventure in time and place.*
- *Demonstrates critical attitude and analytical perspective appropriate to civil and human rights.*
- *Demonstrates awareness and significance of current events.*

● Comprehensive Health and Substance Abuse Prevention

Permeating our health curriculum will be a clear, consistent teaching about the dangers of substance abuse. We will incorporate substance abuse prevention and our intolerance for drugs into each unit of the health curriculum. We will develop a strong home-school connection in supporting drug-free choices by reinforcing our policy in all areas of parent communication. Staff will be trained to identify at-risk children and to develop responsive strategies for intervention.

Specifically related to our "no drug" policy are the following skills:

- *Learns age appropriate, factual information about drugs and drug use.*
- *Learns healthy alternatives to drug use.*
- *Learns strategies for coping with peer pressure.*
- *Learns conflict resolution skills and how to express feelings.*
- *Learns strategies for dealing with stress.*

Additional skills related to health include:

- *Understands the functions of the body, such as the study of the five senses.*
- *Demonstrates knowledge of nutrition.*
- *Follows public safety and emergency procedures.*
- *Learns about illness/AIDS/HIV prevention.*
- *Understands issues of personal safety and emotional health.*
- *Learns about growth and development.*
- *Develops an understanding of consumer awareness.*
- *Appreciates and understands healthy environments.*
- *Is knowledgeable about careers in health.*

- **Physical Education**

- : *Is aware of the importance of physical fitness.*
- *Improves physical fitness, in the areas of coordination, strength, endurance, body/space relationship.*
- *Participates in physical activities.*
- *Develops skills, including ball handling, non-locomotor tumbling, low organized games, team sports, individual sports.*
- *Develops cooperative problem solving skills through New Games.*
- *Experiences competitive opportunities.*
- *Exhibits good sportsmanship in victory or loss.*
- *Experiences outdoor education, including camping trips, outings, orienteering, challenge adventure/outdoor education, boating.*
- *Develops awareness of career opportunities in sports.*

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category A: Listening (cont.)

[illegible]

CURRICULUM AREA I: Language Arts

Category B: Speaking

SCOPE AND SEQUENCE OF SKILL AREAS								
1. Makes needs known verbally.								
2. Expresses ideas and feelings clearly to peers and adults.								
3. Uses basic vocabulary.								
4. Learns new vocabulary from reading and listening.								
5. Uses complete sentences.								
6. Pronounces words correctly.								
7. Uses appropriate language.								
8. Relates sequential events and experiences, formally and informally.								
9. Demonstrates clear speaking at an appropriate rate, fluency, tone, volume.								
10. Uses correct grammar and composition in oral expression.								
11. Organize ideas for oral reports.								
12. Reads orally.								
13. Speaks in group discussion.								
14. Uses appropriate communication skills in a variety of settings.								
15. Speaks for a specific purpose (shares information, personal opinion, giving directions, etc.)								
16. Paraphrases information.								
17. Conducts and reports interviews.								
18. Understands and uses terminology and vocabulary related to specific subject.								
19. Leads a discussion.								

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category C: Reading

SCOPE AND SEQUENCE OF SKILL AREAS		LEVELS OF CONTINUOUS PROGRESS							
		K	1	2	3	4	5	6	7
1. Recognizes and identifies pictures, shapes, colors and the numbers 1-10.									
2. Matches pictures, shapes, colors and number 1-10.									
3. Recognizes and identifies small and capital letters.									
4. Recognizes warning signs and symbols.									
5. Matches small and capital letters.									
6. Is able to repeat visual patterns.									
7. Distinguishes left from right.									
8. Sequences events.									
9. Comprehends spatial relationships.									
10. Recognizes general sounds.									
11. Recognizes beginning and ending sounds.									
12. Rhymes and recognizes word families.									
READING: PHONETIC AND STRUCTURAL ANALYSIS									
13. Recognizes and identifies consonant sounds.									
14. Recognizes long and short vowel sounds.									
15. Recognizes the sound of blends and digraphs.									
16. Reads whole words containing all phonetic elements.									
17. Recognizes double consonants.									
18. Recognizes diphthongs.									

11

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category C: Reading (cont.)

SCOPE AND SEQUENCE OF SKILL AREAS		LEVELS OF CONTINUOUS PROGRESS							
		K	1	2	3	4	5	6	7
38. Uses all aspects of a dictionary.									
39. Is able to sequence by alphabetical order.									
40. Uses reference materials, encyclopedias, maps, book parts.									
41. Accesses computer information.									
42. Reads independently for information and enjoyment.									
43. Chooses appropriate books for reading level.									
44. Reads orally using appropriate rate and tone.									
READING COMPREHENSION:									
45. Understands the main idea of the story.									
46. Recalls details of story.									
47. Retells the story in sequences.									
48. Interprets pictures.									
49. Uses context clues for specific word recognition and meaning.									
50. Develops initial thinking skills such as inferencing, problem solving, making predictions, evaluating and perceiving cause and effect.									
51. Understands main ideas: Recognizes titles and subtitles and understands their use, identifies topic sentence and or summary sentence, recognizes implied main idea of a paragraph, discriminates relevant and irrelevant details concerning main idea, identifies plot or theme.									
52. Makes inferences Draws conclusions, predicts outcomes, identifies purpose, recognizes cause and effect, distinguishes fact from opinion, recognizes humor, and satire, understands idioms, interprets maps, charts, graphs and diagrams.									
53. Follows directions in proper sequence.									
54. Recognizes correct sequence in sentences, paragraphs and stories.									
55. Skims to find answers or locate details to answer specific questions.									

CURRICULUM AREA I: Language Arts

Category C: Reading (cont.)

[illegible]

COMMUNITY DAY CHARTER SCHOOL: EXAMPLE OF SCOPE AND SEQUENCE DEVELOPMENT

CURRICULUM AREA I: Language Arts

Category D: Writing

SCOPE AND SEQUENCE OF SKILL AREAS		LEVELS OF CONTINUOUS PROGRESS							
		K	1	2	3	4	5	6	7
Grammar:									
1. Identifies and uses conventional grammar, including such elements as: subject and predicate, nouns and pronouns, verbs, gerunds and infinitives, adjectives and adverbs, conjunctions and prepositions, interjections, synonyms, homonyms and antonyms.									
2. Understands, writes and diagrams sentences.									
Composition:									
3. Expresses ideas in written form or illustration.									
4. Correctly spells high usage words.									
5. Proceeds from inventive spelling to conventional spelling including such skill elements as: dictation, spelling tests, writing workshops, word families and thematic vocabulary.									
6. Understands and uses correct capitalization.									
7. Understands and uses appropriate punctuation.									
8. Develops extended vocabulary through integrated themes and readings.									
9. Moves from general language use to specific vocabulary and phrases within concepts, ie. math, science, careers, cultures, etc.									
10. Learns letter formation: manuscript (Practice in handwriting is separate from writing to encourage expression of ideas)									
11. Learns letter formation: cursive (Practice in handwriting is separate from writing to encourage expression of ideas)									
12. Uses word processing to write.									
13. Writes for a variety of purposes, including: Simple sentences, story, essay, narrative, letters, information, directions, poetry (using different poetic styles such as haiku, limerick, cinquains, etc.), questions, autobiography, summaries, journals, lists, plays, advertisements, book reports, invitations									
14. Employs a variety of writing techniques to achieve purpose, such as expository, narrative and persuasive.									

CURRICULUM AREA I: Language Arts

Category D: Writing(cont.)

SCOPE AND SEQUENCE OF SKILL AREAS	LEVELS OF CONTINUOUS PROGRESS							
	K	1	2	3	4	5	6	7
15. Writes a simple story, showing beginning, middle and end.								
16. Uses paragraphs with supporting details, topic sentence and conclusion.								
17. Understands and uses appropriate transitions between: sentences, paragraphs, chapters.								
18. Employs research paper format, including: organization, notetaking, footnoting, thesis, bibliography, addenda								
19. Employs process writing strategies: a. Prepares for writing (clarifies goal, brainstorms ideas for content and writing mode, identifies appropriate, relevant material for content, writes draft. b. Presents draft for review (peers, mentor and author critique for clarity and effectiveness.) c. Revises content (edits for syntax and grammar). d. Engages in editing process with peers, mentor/teacher (content, spelling, grammar, effectiveness, organization and transition) e. Publishes final draft/evaluated by teacher/response by author								

STUDY OF ANATOMY

The following is presented as an example of how disciplines will be integrated at various grade levels to teach skills and understandings and to promote healthy habits.

	Kindergarten	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
<u>ANATOMY THEMES PER GRADE LEVEL:→</u>	THE FIVE SENSES	BONES	SYSTEMS OF THE BODY	STAYING HEALTHY
<u>Curriculum Area</u> ↓				
MATH	Classify and graph different tastes.	Measure and compare types of bones.	Measure: -length of intestines. -amount of blood pumped through the body.	Measure blood pressure. Calculate calories burned.
SCIENCE	Name and understand the five senses.	Learn functions and names of bones.	Learn names of the systems and their functions.	Learn effects of drugs on the body.
TECHNOLOGY	Write a class story of field trips to area bakeries, and use computer to publish story. Story will focus on "tastes".	Use computer games to label bones on the human body.	Use "Anatomy" program (CD-ROM) to explore specific body systems.	Use computer skills for research and word processing to create report on health and fitness.
SOCIAL SCIENCE	Travel to a local bakery, Chinese restaurant or ethnic food store to learn of foods associated with local cultures.	Participate in a visit from the Child Care Circuit's "Discovery Van", to handle and classify bones from various animals.	Visit the area Red Cross Blood Center to learn of the importance of the local blood supply.	Listen to a guest speaker from one of the local health resources, to learn where to get help with health issues.
HEALTH	Become aware of use of senses. Understand strategies used by disabled.	Learn how to protect major bones through use of seat belts, helmets.	Understand how diet and exercise help strengthen systems of the body.	Learn effective strategies to deal with peer pressure about substance abuse.
ARTS & HUMANITIES	Write and illustrate story of field trip to local eatery.	Create a three dimensional body/skeleton.	Create project on systems (science/arts invention)	Prepare and deliver oral report on effects of drugs on human body.

Community Resources which will be used throughout the above activities include: the Lawrence General Hospital (X-Ray, Physical Therapy Rooms), a police visit (to review seat belt/helmet use), "Kids on the Block", Disability Training, Early Intervention, American Heart Association Treasure Chest, Red Cross Mobile Lab, Lawrence Library, scientists from Hewlett Packard, parent volunteers for computer work, local Lawrence businesses (ie. La Groceria, Pappy's Bakery, China Chef, Tripoli's Bakery, George's Lebanese Bakery), Child Care Circuit's Discovery Van, Greater Lawrence Family Health Center, local Latino owned stores, recycling center, Addison Art Gallery, Greater Lawrence Mental Health Center, Bertram Hickman (Software Services, Inc.), local physicians, chiropractors, local veterinarians, Lawrence Partnership, community crime watch groups.

10c. Describe the school calendar and hours of operation of the school.

Community Day Charter School will follow the public school calendar. The School will be open on "school vacation" weeks, snow days and throughout the summer months, and during these periods, the day care program will be in operation. Day care will also be in operation before school from 6:00 a.m. to 8:30 a.m. and after school from 3:00 p.m. to 6:00 p.m.

The Day Care program will be used as an opportunity to extend and reinforce the learning that takes place during the school day. Themes that are developed in school will be carried over into day care, whenever appropriate. Teachers from the school and from the day care program will work cooperatively to support individual goals for students and groups of students. Time will be set aside for meetings and collaborations between the staffs.

School will open on the Wednesday following Labor Day and will continue for the minimum 180 days, as prescribed by law. The school calendar will include parent education events, social occasions, cultural and artistic activities and Parent Advisory Board meetings. Ideally, parents will receive at least one invitation a month to be at the school. In effect, parents using day care will be visiting the school daily to drop off and pick up children.

During the summer months, the day care program will incorporate components of the academic program into an outdoor camp curriculum. Teachers and day care staff will develop a summer curriculum that supports and reinforces the school year program. In some cases, teachers will be hired for the summer program as staff.

11. STUDENT PERFORMANCE

a. Describe your proposed plan to assess student performance.

Assessment drives curriculum. Knowing what children have learned is essential in deciding what the next steps will be. Teachers will work in teams to evaluate the progress of their own classes and will make recommendations for school-wide curriculum decisions.

We believe that assessment needs to be on-going, appropriate to the subject matter and should involve parents, students and teachers. It will assess both product and process. We will create a program where:

Assessment is well-balanced.

Learning will be assessed, using a combination of open-ended and objective responses. Testing for information learned will be balanced with opportunities to demonstrate the ability to synthesize and analyze concepts.

Assessment will be equitable.

Children's own learning styles will be taken into account, allowing children to show what they know and giving teachers information about the level at which the child is working.

Assessment is an active process.

Children will be part of the assessment process, evaluating their progress and work quality, and choosing works to be included in portfolios.

Assessment is interdisciplinary.

Ongoing conversations between teachers will help us to see if a child applies various principles in different areas. For example, can a student use an understanding of multiplication to determine the number of pieces she will need for her woodworking project? A project in a theme will reveal mastery of language, content and reasoning skills.

Assessment is individualized.

Students and parents will set goals with the teacher. We will build on each child's strengths. Reinforcement for areas of growth will be defined and strategies implemented to facilitate growth.

Assessment is a life long skill.

Knowing what we have learned and setting goals to go forward are skills needed in life. We will celebrate with students their achievements along the path of learning.

We want to give our teachers freedom to create assessments which are appropriate while at the same time creating benchmarks to ensure that students have mastered the scope and sequence expected in each area.

Assessment will be ongoing and will include the following methods:

- *Classroom observation checklists to assess listening skills, alphabet skills and mathematical concepts.*
- *Portfolio assessments, including the following components: projects, writing samples, group work, individual work, journals, learning logs and art.*

We will be working with teachers to develop criteria for portfolios and ways to give students feedback as to whether the quality of work meets agreed upon levels of expectation. Students will have input regarding the various components which comprise their portfolios.

- *The Primary Language Record will include anecdotal reports to measure progress in reading, writing and speaking (in any language).*
- *Objective assessments will take place on a group by group basis to test for specific areas of knowledge including spelling, mathematics, history and vocabulary for individual students.*
- *Performance assessment will encourage open ended assignments which allow children to demonstrate knowledge through projects, presentations and creative expressions.*

11b. What remediation will be available for underperforming students?

When a child is not performing at the expected levels, we will follow careful procedures to create interventions.

- Teacher will observe the child in many settings.
- All teachers who work with the child will be asked to take note of impressions or additional information.
- A group meeting will be held. Using the Descriptive Review Process, modeled at Central Park East I School in New York City, a description of the whole child will be created, using criteria listed below:
 - *Physical Presence and Gesture: What are the child's characteristic gestures and expressions? What is the child's energy level, rhythm and pace?*
 - *Disposition: How would you describe the child's temperament and its range? How are feelings expressed?*
 - *Relationships with Children and Adults: Does the child have friends? Is the child recognized? What is the child's relationship to you and to other adults?*
 - *Activities and Interests: What are the child's preferred activities? Do they reflect underlying interests? How do you characterize the child's engagement with projects? How does the child respond to frustrations?*

- *Formal Learning: What is the child's characteristic response to a new subject? How does the child learn (observation, memory, trial and error context)? How does that vary among subjects? What is the child's characteristic attitude toward learning? What are the unique characteristics of the child's learning style and intelligence?*
- Recommendations will be made for interventions, based upon a description of the child, taking into account the following factors:
 - *Environment: Is the set up of class helping or blocking the child's progress?*
 - *Learning Style: Does the child need one-on-one, rote practice, skill development?*
 - *Developmental Issues: Does the child need more time to mature?*
 - *Parent Role: How does the family situation impact the child's learning?*
 - *Sufficient Data: Is further testing recommended?*
 - *Motivation: Are there ways to spark the child's interest?*
 - *Intelligence: How would you describe the child's intelligence using Gardner's model?*

We envision a qualified special needs teacher working with teachers to create programs for tutoring. Whenever possible, this will be in the classroom. However, when a child needs a quiet space, we will provide tutoring in another area of the school. We will work with our psychologist, psychoeducational consultant and social worker to be certain that progress is being attained as expected and as developmentally appropriate.

Families will be encouraged to work with children at home to reinforce material being learned. For example, learning vocabulary before a book is presented will help boost confidence in the reader.

We will implement various programs related to remediation, including:

Reading Recovery: Grade 1 - an intensive readers' remediation program.

Chapter I: Higher Order Thinking Skills - a computer program to promote critical thinking for low achieving students.

11c. How will the development of skills be measured?

We will work with our faculty to develop appropriate tools to assess students' skill development and mastery. These tools will include:

- *Ongoing observations.*
- *Checklists.*
- *Evaluation of materials for portfolios and projects.*
- *Evaluation of performances.*

Children, teachers and parents all play a role in the assessment of skills. Assessment begins with defining the skill to be measured and the benchmark for determining mastery.

Goals are agreed to by children, teachers and parents at conferences held three times per year. Progress toward goals is measured against benchmarks and discussed at length. Conferences take place in October, November and February. October meetings are used to define goals; November and February meetings are used to assess progress and discuss strategies for success. Report cards record progress and are also given out three times per year. A report card is included immediately following this question as an example of how we will report progress in skill development.

EXAMPLE OF REPORT CARD:

Reading Strategies/Comprehe

Displays interest in books

Chooses to spend time with books

Recognizes that print has constant meaning

Understands and recognizes some environmental and common words

Focuses on deriving meaning from text

Can follow a line of print

Understands directionality of print

1:1 word correspondence

Uses a variety of strategies

Uses picture cues

Uses context cues

Uses structure cues

Uses phonetic cues

Self corrects reading errors

Comprehension

Recalls main ideas, detail and sequence

Follows plot

Sees relationship between characters

Takes risks in predicting and discussion

Learns, understands, uses new vocabulary

Sustains silent reading

Reads orally with fluency

Key

M - MASTERY: works carefully and thoughtfully on

P - PROGRESS: shows steady progress and ;

H - HELP: needs frequent teacher direction

N - skill or behavior not displayed

/ Not Assessed At This Time

NA Not Applicable

12. SCHOOL EVALUATION

- 12a. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Community Day Care programs have always used a "management by objective" approach to self-assessment. Our approach is inclusive and specific and assigns responsibility and accountability for accomplishment. Scholastic achievement by students as referred to in the previous question is the key indicator for measuring our success. These indicators are integrated into our goals and objectives.

We foresee a role for the Parent Advisory Board in our management agenda. Because of the hectic pace of daily life for full time working parents, we have learned the value of structuring parent participation in ways that maximize their ability to make meaningful contributions. This includes having parent input on specific, more controversial issues.

An example of our proposed management by objective process for the Charter School follows.

Staff at the Charter School will work together to outline academic and non-academic goals within various areas or sectors of accomplishment that are related to our mission. Within each set of goals, specific objectives are detailed, along with measurable outcomes, times frames and persons held responsible for accomplishment. Goals and objectives are presented in writing to the Executive Director and to the Parent Advisory Board. Quarterly reviews by staff and Head of School determine intermittent progress. Annual reviews of accomplishment are made to the Parent Advisory Board for the purposes of evaluation.

Parents are encouraged to participate at the outset, during the formulation period, but also at the annual review or evaluation period. Perhaps more to the point, parents will be asked for input on specific issues that most closely affect them and are of interest to them.

A specific example of the process is offered for your consideration:

1. From the mission statement, the specific goal below is extracted.
2. "Our School Shall Be A Safe Place". From this goal, specific measurable objectives are extracted:
 - a. Our school will have a code of conduct.
 - b. Our school will have a policy for expulsion and suspension.
 - c. Our school yard will be inspected each morning for unsafe objects before youngsters arrive.

With regard to a. and b., it might be determined that the original code, presented with this document be reviewed by a designated group including teachers, Head of School and members of the Parent Advisory Board. The Head of School will take responsibility for working with the group to offer a revised version of policies related to a. and b. by October 30. The small group would submit this revision to the Advisory Board and the community at large for comment. After comment, the sub-groups will work with the Advisory Board to draft the final policy.

Not all objectives will be given this kind of process and scrutiny by parents and the community at large. Certain issues, like codes of conduct deserve the time it takes to derive consensus. The issue is important because it relates to community values and standards. The policies on expulsion and suspension are critical because they are by nature punitive. It is important that parents and staff work together on these issues. Consensus and agreement is not always possible in every case, but a certain collective "will" can result.

With regard to accountability within our school, the Head of School reports to the Executive Director who reports to the Governing Board. There are, however, circles of responsibility within the overall management perspective.

Teachers report to the Head of School, but they are the leaders within their classes. Individual parents work closely with teachers on specific areas of interest and concern to their own family and child. Administrators are available for support and guidance, but specific objectives must also be met by the classroom teacher who accordingly is fully involved in the process of developing these objectives. The teacher works most closely with parents on issues which concern the classroom and its management.

School assessment and evaluation is possible within the context of meeting specific, measurable objectives. Job descriptions provide overall responsibilities, but the school management plan details these for each individual. Individuals are evaluated in job performance reviews annually by their supervisors. Reviews serve the purpose of evaluating progress in fulfilling objectives, personal and professional growth and areas of improvement and growth.

Because of the nature of our school with regard to integrated services and the arts, there is little doubt that we will remain in close dialogue with the community. As described above on page ten, we envision working closely with health groups, social services, cultural and artistic groups, civic and business groups.

We also expect a close working relationship with the Lawrence Schools, from which our children will come and to which our children will go.

We have a long successful history of working with schools throughout Lawrence in our afterschool programs. We know principals and teachers. Many Lawrence teachers have in fact worked for our Latchkey Program, afternoons and during the summer months.

Superintendent James Scully and Assistant Superintendent Linda Guttrich have been very supportive in our efforts to establish the Charter School. They have promised to work with us to assure the smooth transition of children from one school to another and they have suggested a possible exchange of teachers at a future date, once we have become established.

12b. How will the school establish regular dialogue with parents? With the community?

We believe that regular dialogue and involvement with parents and community representatives are critical to the success of our philosophy that the school is a "a neighborhood consisting of a community of learners". Ideally, parents and teachers share a common goal, that of providing a nurturing, stimulating and educational environment for the children. Communication is essential to sharing what we all know about the child. It is necessary to establish opportunities to examine expectations, think about needs, progress and interests of children and then to decide how to support children's growth. We feel that it is important to structure many varied opportunities for parents, not only to gain information about the school and their child's progress but also to become actively involved in school-based decisions.

During the initial visit and interview with the Head of School, the primary language of parents will be identified. If needed, translations and interpretation will be provided to ensure that parents feel comfortable, informed and valued. Prior to school opening, families will have the opportunity to meet with teachers to begin the important work of setting goals and sharing information. We are impressed with the analysis and model outlined below and feel that it accurately describes the various ways we will communicate with parents.*:

Informal Conversations

Conversations parents, teachers and children have on an informational basis are among the most natural and successful ways of sharing information. These provide opportunities to:

- *share current information about the child.*
- *share personal anecdotes and insights.*
- *give reassurance about the child's efforts and development.*
- *gain insights into family and class dynamics.*
- *clarify information.*

Informal Notes and Messages

Written informational communications can include:

- *personal notes.*
- *home/school communication books.*
- *classroom new bulletins.*

Telephone Calls

Parents and teachers may call one another to:

- *keep in touch.*
- *share new of importance about the child.*
- *plan how to support some aspect of the child's learning.*
- *establish a partnership role.*
- *inform parents of immediate concerns, ie. emergencies.*

*Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program, A Resource for Parents and Teachers The Ministry of Education, Province of British Columbia, 1991.

Individual Conferences

Conferences are an opportunity for:

- *parents to share information and insights about their child's development at home.*
- *teachers to share information and insights about the child's development at school.*
- *setting goals for the child's learning.*
- *making plans to support the child's learning.*

Some teachers encourage children to take part in conferences as a way of helping them to understand their learning and to become more responsible for their own progress. Each school and teacher sets the schedule for individual conferences but parents can request a meeting at any time.

Collections of Work

Establishing collection systems to store information about what a child can do provides a basis for ongoing assessment and evaluation. These can include:

- *dated samples of drawing and writing.*
- *copies of reports and projects.*
- *photographs.*
- *audio and video tapes.*
- *computer discs.*
- *student self-assessments.*

Anecdotal Reports

The anecdotal progress report describes the child's development in relation to the goals of the Primary Program. It is intended to provide information about the child's individual progress. It may precede or follow a parent/teacher conference. Reports give information about:

- *accomplishments (what a child can do).*
- *attitudes and interests.*
- *learning needs.*
- *future learning goals and plans for support.*

Newsletters

Newsletters are one way many schools establish ongoing communication. These provide information about:

- *school or classroom activities.*
- *upcoming events and activities at school and in the community.*
- *student success stories.*
- *samples of student work.*
- *safety procedures.*
- *health concerns.*

Many newsletters now contain space for parent reaction and input.

Parent Evenings and Open Houses

Parent evenings are a time to get a sense of the atmosphere of the school and classroom. This can also be a time to:

- *learn about the goals the school has for all children.*
- *find out what children are learning as well as how they represent their learning.*
- *look at the work of your own child.*

Informal Visits

Although the school is the usual place for parents and teachers to exchange information, some teachers like to plan informational get-togethers in other settings, such as:

- *classroom outings (picnics, walks).*
- *homes.*
- *community facilities.*

Term Outlines

Many teachers provide parents with information about what will be and has been the focus of classroom learning experiences. These packages provide information about:

- *themes to be explored.*
- *classroom projects.*
- *special activities.*
- *curriculum plans.*
- *field trips.*

Classroom Visits

Classroom visits can be arranged through the teacher to provide:

- *children with a chance to see their parents and teachers cooperating.*
- *opportunities for dialogue.*
- *parents with a first-hand opportunity to observe what their child can do in the school setting.*
- *opportunities to volunteer in class.*

Parent Advisory Board

As discussed in connection with School Governance, our Board will:

- *take an active role in supporting the school.*
- *give input into school-based decisions.*
- *participate in joint goal setting.*
- *increase access to the school.*

We seek to create a school environment which will enhance the community we serve. By supporting our community's sense of self worth, we will create a sense of pride and accomplishment in ourselves. Using the resources of the city in our curriculum, we will broaden our students' view of themselves and the city. Sending our students back into the community as "ambassadors" of our values of responsibility, work and achievement. We will build pride in who we are.

We will strengthen our ties to many kinds of city agencies and groups, including: the Lawrence Partnership (substance abuse prevention), Lawrence Elder Services, Lawrence Schools (through the sharing of resources and working together to achieve successful transitions back to Grade 7), Department of Social Services, Massachusetts Society for the Prevention of Cruelty to Children, Greater Lawrence Family Health Center, the Family Service Association of Greater Lawrence and the Lawrence Youth Commission. We will seek to perform community service in various places within the city, including Lawrence General Hospital, local nursing homes and area early childhood centers and pre-schools.

13. HUMAN RESOURCE INFORMATION:

- 13a. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

Criteria for hiring will be based upon an overall plan for staffing that reflects the collective characteristics that we feel are necessary to provide for the educational plan outlined in this application. We will recruit teachers whose special qualities complement and balance each other in ways that promote the kind of environment we are trying to create. Teachers will be male and female, of diverse ethnic backgrounds, experienced teachers and less experienced teachers, young teachers and senior teachers, generalists and specialists, teachers with diverse learning styles and intelligences (according to the Gardner view of intelligence). We will recruit a number of Spanish speaking teachers in order to reflect our school population.

The Head of School will be selected by the Executive Director of Community Day Care with input from the founding Parent Advisory Board. The Head of School is responsible for hiring all other staff with input from the Executive Director, teachers and parents. The process is described below:

- Job descriptions, including staff qualifications, will be developed for every position at the school.
- Recruitment will take place in local media including the local daily newspaper, the local Spanish newspaper and cable television. The Sunday Boston Globe Help Wanted Section will also be used to recruit full time teaching staff. Notices of job openings must be posted in all Community Day Care programs on employee bulletin boards. Notices will also be sent out to local agencies and college placement offices.
- The selection process will include the submission of resumes, official transcripts and a one page statement on philosophy of education by the candidate.
- Interviews will be conducted for first round candidates by the Head of School. Second round candidates will be conducted by the Head with the Executive Director. Final rounds will include meetings with teachers and parents. The Head will work with the Executive Director to make final choices based upon input from parents and teachers as well as feedback from job references.
- Candidates will be observed teaching a lesson with students, at the age level of the group for which they are being considered.
- All job references shall be verbal, by phone whenever possible. No fewer than three references shall be obtained and these shall include former supervisors and employers whenever possible.

Standards to be used in the hiring of teachers include the following:

- All teachers shall have a college degree. In fact, we assume that most will be accredited teachers, but we do not want to be strictly limited by that hiring restriction.

- All teachers will have experience that prepares them for teaching and working with children.
- All teachers will have open, inquisitive minds and have flexible working styles that allow for accommodation to unexpected changes.
- All teachers will "buy into" the shared values of our community for hard work, sensitivity to multi-cultural diversity, the importance of knowing and valuing each child and respect for parents. This "contract" will be forged during the hiring process, when certain values and work habits will be described at length, and candidates will be asked to demonstrate their enthusiasm and belief in our community perspective. The objective of the process is to be rigorous enough in our dialogue about expectations, that individuals who do not meet our criteria select out. In some cases, it will be obvious to the interviewers that candidates are not good fits for our school. The value of clear, well expressed expectations at the interview is impossible to overestimate, because these become the basis for a "contract" between the prospective employee and the school. It is this "contract" that forms the basis of shared expectations about the purpose of the school and the employee's role in relation to that purpose.
- Teachers will be hired who share our philosophy of education and who demonstrate:
 - *An enjoyment and appreciation for cultural diversity.*
 - *An ability to be stimulated by challenge.*
 - *A knowledge of child development.*
 - *A willingness to collaborate.*
 - *A toleration of higher than usual activity and noise level in the classroom, as compared to a traditional classroom.*
 - *A willingness to go beyond the expected.*
 - *A comfort with spontaneity and the ability to seize the teachable moment.*
 - *A high personal stake in the success of children and the school.*
 - *An ability to be comfortable in living with open-ended questions.*
 - *An ability to see problems and mistakes as part of the process, not as invalidating.*
 - *A comfort with ongoing assessment to help in planning.*
 - *An enthusiasm for parent involvement and the skills to make that possible.*

Targeted staff include:

School:

- 7 Teachers
- 4 Assistant Teachers
- 2 Interns
- 1 Head of School
- 1 Administrative Assistant
- 1 Head Cook
- 1 Assistant Cook
- 1 Custodian
- 5 Consultant Specialists in: athletics, music and art as well as a social worker specialist and educational specialist

Day Care:

- 1 Morning Teacher
- 1 Morning Assistant Teacher
- 4 Afternoon Teachers
- 4 Afternoon Assistant Teachers
- 1 Administrator

Summer Camp School:

- 5 Teachers
- 5 Assistant Teachers

In-kind management services will be provided by staff from Community Day Care.

13b. How will teachers and administrators be evaluated? How often?

Teachers and administrators are evaluated by the persons who supervise them. The Head of School is evaluated by the Executive Director of Community Day Care. The Teachers are evaluated by the Head of School, and the Teaching Assistants are evaluated by Teachers.

All staff are evaluated according to goals for achievement that have been set with them in the management by objective process described on page seventy-five. In addition, personal goals for professional achievement are set and evaluated at performance reviews. Reviews take place within 30 days of hire and thereafter annually. Supervisors will be trained to evaluate staff on an as needed basis as well. The performance review is private, thoughtful and unhurried. It will give opportunity for the employee being reviewed to comment upon supervisory support. Review formats are given to supervisors as aids in the process, but these are flexible enough to allow for improvisation.

In addition to the evaluations referenced above, staff with seniority will participate in a process that involves the whole community. Parents and fellow teachers will participate with the Head of School in evaluating teachers after their third year of teaching and again after their sixth year of teaching.

13c. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.

Personnel practices for the agency, in Spanish and English, are included as attachments. Some amending of these documents will be required for the Charter School.

14. SCHOOL GOVERNANCE:

- 14a. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.**
- 14b. How will the board of trustees be chosen?**
- 14c. Describe the roles and responsibilities of the board.**
- 14d. Describe the relationship of the board to teachers, administrators, students and families.**
- 14e. Discuss the nature of parental and student involvement in decision-making matters.**
- 14f. Describe the nature and extent of community involvement in school activities.**

Community Day Care will manage our school by employing its successful model for management currently in effect for other educational programs, including Andover Community Child Care at Phillips Academy, Los Amigos Child Care in Lawrence Public Housing, and Prospect Academy, our kindergarten through grade two early childhood education program.

Consistent with that model, Community Day Care will assume fiduciary responsibility for the school, including providing investment capital for start up expenses and working capital for operating expenses. The Community Day Care governing Board will assume overall responsibility for the school and hires the Executive Director, who then hires the Head of School for the Charter School. The Executive Director of Community Day Care has been with the agency for eighteen years and is responsible for much of the entrepreneurial activity that has resulted in successful program development. She has an advanced degree from Harvard University and has a successful track record of employee recruitment and the development of sound administrative and management practices. She will provide general supervision and support to the Head of the Charter School. (See resume in Attachment Section.)

The Head of School will work with the Founding Advisory Board to develop a working Parent Advisory Board. This Board will be developed as a result of a process that has worked well in other programs. School-wide notices will be sent out in English and Spanish to parents telling them about the Board and its function, and inviting them to indicate an interest in joining.

The Head of School will then choose a representative group to serve as the Board from those parents who have expressed interest. Most persons who indicate an interest in joining will be selected for the group. There will be value, however, to the sense of members that there will be some "selectivity" to the process. The process will result in parents feeling some responsibility and commitment to their work on the Board.

Over the years, Community Day Care has developed effective criteria for successful Boards, which will be used by the school. These include having parents who are representative of the whole school, having experienced Board members and new Board members, and having parents with strong, vocal opinions participate whenever possible. If there is some controversy about selection, the Head of School will defer to members of the previous Board to make final decisions about membership.

The Parent Advisory Board will work with the Head of School (and teachers) to provide input on a variety of matters which affect the school. Included in that group of policies for consideration will be any matter related to their children, that elicit strong feelings from parents. For example, discipline, student assessment, school uniforms and bilingual education are all areas which call for parent input. When decisions need to be made and policies set for which there are differing opinions, the Parent Advisory Board will often get back to the community at large for comment and input before coming to final conclusions in their working meetings with school staff. Final decisions will rest with the Head of School, but the Head of School will be effective only if he/she is able to provide the leadership that allows for and inspires consensus and support.

Policy then, for day to day decisions will rest not with the governing Board of Community Day Care, but rather, with the Charter School community, working together to develop shared values, standards and procedures for making things work. At least two of the members of the Parent Advisory Board will also serve on the Community Day Care Board, which is comprised of 12 members. The parent representatives will be chosen by members of the Advisory Board.

The Community Day Care Board is comprised of parents from various programs and Advisory Boards as well as persons from the community who are suggested by a nominating committee because they excel in various areas of expertise.

Meetings of both Boards will be scheduled in advance on a regular basis and are open to all members of the community. Agendas will be published in advance and minutes will be kept for distribution to interested parties. Meetings will be advertised on parent bulletin boards and in parent newsletters. Meetings will be conducted in Spanish and English, as needed.

Teachers and other staff will be hired and supervised by the Head of School. We will use a successful model from Community Day Care programs in developing a process for hiring. This includes having parents and staff meet prospective new hires (especially teachers) and soliciting input about various candidates to help the Head make a final decision.

It is important to emphasize two contrasting but supporting principles in our view of roles regarding management. We do not see our school as a cooperative where all persons have equal responsibility for decisions that affect the school and for managing the school. Our view is that we will hire an effective manager, skilled in administration and knowledgeable about education who can get things done. Her/his most outstanding characteristic, however, will be leadership: a strong sense of purpose and the ability to develop shared perspectives among all members of our community: parents, teachers, children and staff.

We envision an open environment where differences of opinion are encouraged. We support risk taking, curiosity and a questioning of the status quo. We imagine an environment where conflict management provides constructive strategies for dealing with differences among our members. This environment extends to students in their classes and to parents, teachers and administrators in their efforts to provide excellence in education.

Finally, our concept of a community school has been described in detail above. Community Day Care has a working relationship with many members of our Greater Lawrence and Boston communities. We propose to draw upon our corporate relationships for corporate donations for our School. We foresee working with businesses and the local Chamber of Commerce to develop curriculum and field trips that teach children about commerce, economy and a strong work ethic.

We will draw upon the agency's past relationship with social service groups and health groups to develop on-site services for families at our school. We will draw upon our work with schools of higher education to develop internships and apprenticeships for college students. We will draw upon our relationship with the Lawrence Public Schools to assure smooth transitions for our youngsters into and out of our school.

We will work with groups like the Massachusetts Cultural Council to encourage development of an integrated arts curriculum. We will work with groups including the Immigrant City Archives and Merrimack Valley Textile Museum to develop a sensitivity and appreciation on the part of our community for our multi-cultural immigrant heritage.

15. BUILDING OPTIONS:

Please note that options for buildings have also been addressed in #4 of this proposal.

15a. Describe your present options for a school building.

15b. Demonstrate how this site (s) would be a suitable facility for the proposed school.

15c. Discuss any progress or future plans for acquisition of a school building.

Community Day Care has made the decision to locate our school in North Lawrence, where most low income families reside. We are considering several different sites/facilities and are currently negotiating on two sites for purchase. Either of these could be used for other Community Day Care programs, should we be unsuccessful in our application for a Charter School.

One back up site, Prospect Street, could be vacated by moving the programs presently occupying that space to another site, in order to make room for the Charter School.

A building committee of the Board of Directors has established criteria for use in selecting a school that is within walking distance of neighborhoods with young children. Each of the sites has outdoor play areas and parking. All of them include well lighted, cheerful spaces for classrooms, a kitchen, library, resource room and meeting spaces.

Based upon the potential of the sites that we are considering and upon our past success in renovating buildings and obtaining licenses and "permits to operate", we are assured of the ability to open the Charter School, September 1994.

The following sites are being considered:

- Prospect Street Site - A former private school, is currently in use by the Latchkey afterschool program and by our early education program, Prospect Academy. Either of these programs could be re-located to other sites, if we were to locate the Charter School at Prospect.
- Summer Street Site - A former K-8th grade school, currently vacant, now under negotiation by our building committee for a Charter School.
- Lowell Street Site - A former synagogue, currently vacant, now under negotiation for purchase by the building committee.
- Hampshire Street Site - A former Lawrence library, currently vacant except for Community Day Care business offices.

Since 1970, Community Day Care Center has obtained building licenses and permits for some 150,000 sq. feet of day care/educational space in approximately 20 different buildings which we have renovated and brought into compliance with city, town and state codes:

- 1970-1993 - Obtained permits and licenses to operate various day care programs in old churches and schools throughout Greater Lawrence, including designing and implementing renovation plans for the difficult to obtain "I-2" permits to operate infant/toddler centers at three different sites.
- 1989 - Hired as consultants to design and develop a renovation plan and to obtain subsequent licensing for a permit to operate day care in an old textile mill at Grieco Bros., Inc.
- 1989-1993 - Hired as consultants to design renovation plans and obtain permits to operate day care for various employer-sponsored day care sites throughout Greater Boston including sites for developers, hospitals and nursing homes.

15d. Describe financing plans, if any.

Community Day Care has a building account from which it can draw for purchase of a building. In the event that we decide to finance the purchase and, or renovations, we have excellent relationships with a number of area banks. We have financed other buildings in the past and currently have no accumulated debt. Resources and financing of a building will not be a problem for our agency. Expenses related to the building, including amortization costs will be allocated to the Charter School.

the CORI results with his/her Program Director in order to be considered for the position.

- 2.3 HIRING PROCEDURES** A letter of employment shall be made available to the prospective employee prior to the start date. Such letter will state the position, title, salary, hours of work, benefits and effective date of employment as well as an explanation of the probationary period.
- 2.3.1 Probationary Period:** The first 90 days of employment of personnel provides a period during which the abilities and role of the employee require particularly close assessment. At the same time, the employee will be in the process of determining whether the role and context in which he/she will be working are suitable.
- 2.3.2 Evaluations during the Probationary Period:** In the course of the probationary period, at least one evaluation of the employee's job performance will be conducted, and the conclusions of these evaluations will be provided to the employee, in writing, by his/her supervisor.
- 2.3.3 Accrual and Use of Benefits:** During the probationary period all established fringe benefits available to eligible employees will be accrued and can be used (except vacation/floating holiday).
- 2.3.4 Dismissal during the Probationary Period:** If it is found during or at completion of the probationary period that the employee's performance continues to be unsatisfactory, he/she may be dismissed without prejudice. An employee terminated during the probationary period will have all due recourse to established grievance procedures.
- 2.4 EMPLOYEE CLASSIFICATION AT HIRING** For the purpose of determining eligibility of benefits, all permanent employees must be classified as full-time or part-time *and* as year-round or seasonal.
- 2.4.1 Part-time Employees** are those who are hired to work 21 or less hours per week. They are entitled to benefits on a prorated basis with the exception of medical insurance. Employees working less than 12 hours per week are entitled to no agency benefits with the exception of holiday pay.
- 2.4.2 Full-time Employees** are those who are hired to work more than 21 hours per week. They are entitled to the full benefits of the agency on a prorated basis.
- 2.4.3 Year-round Employees** are those who are hired to work on a continuous basis for 12 months per year. Year-round employees accrue benefit time (see § 5.3 - 5.4).
- 2.4.4 Seasonal Employees** are those who are hired for a specified time period of between six and eleven months per year. These employees are not hired on a year-round basis and are only entitled to a 15 day benefit plan which must be taken during the 3 school vacation weeks (December, February and April) unless other specific arrangements are approved at the beginning of the school year by the Program Director. These employees will also be paid for the holidays which fall during the months of their employment. In the event a holiday falls during a vacation week and only 4 vacation days are used, the unused vacation day may be applied (with approval from the Director) toward an unpaid sick or personal day. The vacation closure weeks will fall differently according to each calendar year. Closure dates are determined in advance by the Director and Executive Director, keeping in mind the 15 vacation day plan.
- Seasonal employees are entitled to full benefits of the agency with the exception of sick, personal and vacation time as described above. Seasonal employees who are restricted to the weeks that they may take vacations do not accrue their benefit time. Therefore, references in these policies to benefit accrual do not apply to these employees. Full-time seasonal employees may participate in the agency health plan. They are, however, responsible for assuming the full monthly premium amount during the period that their seasonal employment is not in force.
- 2.4.5 Temporary Staff** are those who are called in to work on an as-needed basis for a period of time of up to six months. Temporary staff are not considered employees of the agency and are therefore not entitled to employee benefits. A permanent employee who agrees to work additional hours on a temporary basis is entitled to only those benefits which accrue to his/her permanent position.
- 2.4.6 Trainees** are persons who are enrolled in a formal training program and work for the agency in order to receive training.

Hourly wages vary depending upon the specifications of the training program. Trainees are not considered employees of the agency and therefore are not entitled to employee benefits.

- 2.4.7 **Former Employees** who are re-employed by the agency are considered to be new employees with new anniversary date and new employee benefits available according to classification.
- 2.4.8 Benefits are available according to classifications. In determining the benefits of an employee, consideration is given to the number of hours the employee works for the agency in a permanent capacity rather than for one individual program.
- 2.5 **ORIENTATION** All employees will receive an orientation upon employment. Included in the orientation will be a meeting with their Program Director or Manager to review the Personnel Policies and program codes. Additionally, the employee will be oriented to his or her responsibilities and specific program by the supervisor or designee in the orientation program structured by that supervisor.
- 2.6 **CRITERIA AND PROCEDURES FOR PROMOTION** It is the policy of the Community Day Care Center to post openings as they become available at the business office and at primary program sites. Interested employees are guaranteed an interview by the designated manager. This interview will serve the purpose of providing information relative to the job to the employee as well as reviewing the employee's interest and qualifications. A second interview will be conducted according to established policy at the employee's request, with the recommendation of the program manager.
- 2.7 **CONFIDENTIALITY** All staff are responsible for assuring confidentiality of the services given by the organization.

CHAPTER THREE

EMPLOYEE JOB PERFORMANCE

- 3.0 It is required that CDCC programs establish codes of conduct relative to employees while they are engaged in CDCC activities. These codes extend to the hours of work expected of employees and relate to specific issues like the reporting of lateness, illness, notification of periods of extended absence, office management and maintenance, personal conduct at the program site and interpersonal conduct among staff.
- 3.1 Employees will receive periodic evaluation of job performance with specific reference to assessment of the employee's fulfillment of job descriptions and adherence to codes of conduct. Performance reviews are mandatory on an annual basis but may be undertaken as needed, if requested by a supervisor. During the performance reviews written goals will be developed by the employee and his/her supervisor. These will be signed by both. An employee who has been employed beyond the probationary period and whose conduct is subsequently deemed unsatisfactory will be given written notification of such by his/her supervisor. This notification must be signed by both employee and the supervisor and shall include the area(s) of concern, criteria for improvement, performance objectives to be met and by whom such will be evaluated as well as a time frame for reviewing subsequent performance.
- 3.2 **DISCIPLINARY ACTIONS** Disciplinary actions may be necessary in order to correct clearly inadequate job performance or failure to observe codes of conduct. Disciplinary actions may be taken in the following ways:
- 3.2.1 *Probation:* A disciplinary probationary period may be established for an employee. Such period should be defined in advance by a length of time during which corrective action or general improvement in conduct and/or performance must be achieved.
- 3.2.2 Probation shall be for a period of time to be decided upon by the supervisor with the approval of the Executive Director. The supervisor shall be responsible for a written evaluation of the employee at the end of such period and this evaluation shall recommend continued employment, or (if insufficient corrective action has been taken) dismissal.
- 3.2.3 *Involuntary Termination:* As a disciplinary action, involuntary termination is necessarily a harsh and difficult step. It may be required, however, in order to preserve both the quality of the program and employee morale. Involuntary termination requires the performance evaluation described above (§ 3.1) but does not require a probationary period as described above (§ 3.2.1 & 3.2.2).
- 3.2.4 *Grounds for Involuntary Termination:* Grounds for involuntary termination, documented, in writing, may include but are not limited to the following reasons:
- a. Endangering the physical well-being of children through abuse or intentional or inadvertent negligence.
 - b. Assigning responsibility for the care and well-being of children to unauthorized individuals without insuring safeguards which would protect the liability of the program in the event of injury or harm to those children.
 - c. Behavior which clearly impairs the role and reputation of the program in the community to the extent that established patterns of social behavior are inappropriately questioned or defied during work activity.
 - d. Inability or lack of competence on the part of any individual to perform assigned tasks whether completely or adequately.
 - e. Conduct which repeatedly and intentionally violates established codes of the program.
 - f. Gross malfeasance in the performance of job functions.
 - g. Theft of Agency property or funds.

h. Misrepresentation of information relative to eligibility for DSS subsidy (see § 5.9.6).

- 3.2.5 **Procedures for Involuntary Termination:** Normally minimum notice period of two weeks will be necessary in cases of involuntary termination.
- 3.2.6 Where continued work activity would seriously tend to perpetuate or exacerbate the problem leading to termination, or when the well-being of children is involved, immediate termination may be exercised at the option of the supervisor and the Executive Director.
- 3.2.7 Accrued vacation will be paid to the employee upon such termination.
- 3.2.8 Involuntary termination of an employee shall be reported to the Executive Committee of the Board of Directors by the Executive Director. Such notification should be in writing and include an explanation of the grounds for termination.
- 3.2.9 **Suspension:** Employees will be suspended for no more than 15 work days with pay with the exception of the filing of a 51A where the DSS investigation may take more than 15 days (§ 8.4). A decision will be made at the end of this investigation as to whether or not the employment will continue.
- 3.3 **PROCEDURE FOR HANDLING COMPLAINTS ABOUT DIRECT CARE STAFF** The staff person receiving the complaint is responsible to document the report in writing on the complaint form, available in all program offices. He/She is also responsible to relay the complaint to the Program Director who then confers immediately with the Executive Director.
- 3.3.1 The Program Director then meets with the employee against whom the complaint has been filed to discuss the report. The Director may also meet with the person making the complaint, either separately or with the involved staff member.
- 3.3.2 Following this, a decision is made by the Director as to what form of disciplinary or civil action, if any, is to be taken against the employee. The person making the complaint and the employee are informed of this decision.
- 3.3.3 The Program Director is responsible to document the full proceedings on the complaint form and a copy is kept in the central file. In response to any disciplinary actions, the employee has the option to follow the grievance procedures as outlined in the Personnel Policies.
- 3.4 **EMPLOYEE GRIEVANCES** Employees have the right to dispute judgments regarding their conduct and performance which result in disciplinary actions of any kind. Concurrently, they may also question formally actions or attitudes on the part of supervisors which they feel are unfair or prejudicial towards them.
- 3.4.1 In the event that a dispute should arise concerning an employee's wages, hours, conditions of employment, disciplinary procedures taken against the employee, or involuntary termination of the employee, the employee shall discuss the matter with his/her immediate supervisor.
- 3.4.2 If the resolution of the problem is not satisfactory to the employee, the employee may then submit the issue, in writing, to the Program Director. Within five working days, the employee shall be responded to, in writing and verbally, by the Director.
- 3.4.3 If the employee still seeks further satisfaction for the issue, he may then submit the issue, in writing, to the Executive Director. This must be done within five working days after receiving the Director's response. Within five working days after receiving the written grievance, the Executive Director or her/his designee will respond, in writing, to the employee.
- 3.4.4 The aggrieved may then further submit the issue, in writing, to the Executive Committee of the Board of Directors of the Center. The Executive Committee and the Executive Director will then meet, within ten working days, with the aggrieved employee. At that time, other supervisors of the employee may be interviewed. The decision of the Executive Committee will be binding and final.
- 3.4.5 **Staff Complaints:** Staff are encouraged to speak first to their immediate supervisor regarding complaints. If a complaint

is not handled to the staff person's satisfaction he or she should then go directly to the Program Director. In all cases supervisors encourage open communication, suggestions for improvement and staff input.

- 3.5 **PERSONNEL RECORDS** Personnel records will be kept by the administrative offices during and after an employee's period of employment with the agency.
- 3.5.1 These shall contain the job title, period of work service and ages of the children with whom the employee worked, if applicable. The file will also contain annual goals for the employee as well as formal evaluation statements and other documents relative to employee status.
- 3.5.2 References will be given upon request, unless designated otherwise in writing by the employee upon receipt of these personnel policies.

CHAPTER FOUR

SCHEDULES

- 4.0 **HOURS OF WORK** The agency's standard work week consists of 40 hours, Monday through Friday. Some positions may be based upon fewer than 40 hours per week in some programs. Employees will be informed verbally and in writing of the number of hours they will be expected to work.
- 4.1 All employees are hired with the understanding that occasionally they will have to work beyond their scheduled work hours. (For example, teaching staff, supervisory and administrative staff will be required to attend meetings held at night.) For exempt employees, this overtime does not constitute additional pay, but, at the discretion of the Executive Director, overtime may be compensated in ways other than salary. If compensatory time has been accrued, it must be taken within four weeks of accrual and must be taken in approximately the same time allotments in which it was accrued. Hourly employees will be paid for such time at their hourly rate of pay. When non-exempt staff are asked to work overtime for more than 40 hours per week, they shall be reimbursed at time-and-a-half rate of pay only for the number of actual hours physically worked over 40 hours.
- 4.2 Overtime will be kept to a minimum and must be approved in advance by the Program Manager.
- 4.3 **SNOW DAYS** In keeping with the agency's goal to be responsive to parents by providing quality accessible child care services on snow days, the agency will remain open except in cases of extreme emergency conditions. In that there may be specific variations year to year by program, employees are instructed to ask their Program Director for a copy of their program's updated snow policy.

CHAPTER FIVE

EMPLOYEE BENEFITS

- 5.0 Eligibility for benefits is discussed above (§ 2.4)
- 5.1 **FICA** Under the law, CDCC is required to pay into the fund established by the Federal government of a stipend to be paid individuals aged 65 years and older upon retirement. These payments are termed FICA/Social Security and are paid at a rate as specified yearly by law.
- 5.2 **UNEMPLOYMENT COMPENSATION** CDCC pays into a fund established for the payment of unemployment compensation to individuals under terms established by the Commonwealth of Massachusetts.
- 5.3.0 **VACATIONS** Permanent year-round staff are eligible for vacations after completing six months of work (refer to § 2.4 for more information on vacation benefits as they apply to employee classification). Vacations vary by job category and description. Program Managers are responsible for communicating vacation benefits to staff according to established program guidelines and policies. Vacation days are accrued at the rate of one-tenth of the employee's annual entitlement per month.
- 5.3.1 The total number of vacation days to which a year-round employee is entitled annually is the product of the number of weeks vacation accruing to the employee's position *and* the number of days per week the employee is scheduled to work (for example, if an employee works 4 days/week at a position which allows 2 weeks vacation per year, (s)he will receive 8 vacation days per year). Vacation day/hours are based upon the anticipated *average* number of hours per day the employee's position requires over the course of a year.
- 5.3.2 During the first year of employment, vacation cannot be taken before being accrued.
- After the first year of employment, employees may take vacation time before accruing it up to their yearly limit; however, if the employee leaves the employment of the agency before (s)he has earned the vacation time that (s)he has used, then the employee will be required to pay back the agency for vacation time that was taken but not earned. (Earned time will be based on the 12 month time table and not the 10 month accrual period mentioned in § 5.3.0).
- Employees may verify accrual schedules with their Program Manager.
- 5.3.3 Seasonal employees who accept permanent year-round positions may similarly have access to their full yearly vacation allotment on their start date as a permanent year-round employee, provided that their seasonal employment was for one year or more.
- 5.3.4 Year-round employees working in the employment of the Agency for five years are entitled to one additional week of vacation upon completion of their fifth year.
- 5.3.5 After the first year of employment, year-round employees may take vacation any time during the year with the approval of the supervisor. Approval should be obtained at least one month in advance of vacation time, if possible.
- 5.3.6 The current policy of the agency allows employees to receive advance vacation pay on the pay date prior to his/her week of vacation. To receive vacation pay in advance, the employee must submit a completed written request form to his/her Program Director or supervisor at least two weeks prior to the anticipated vacation week. The director/supervisor will then indicate his/her approval on the request and forward it to the personnel administrator for processing. Such request forms will be available from Program Directors or the administrative office.

Advance vacation pays are to be issued to employees who will be out on vacation for a FULL week and will not be issued to an employee taking a partial vacation week. In addition, no employee can be guaranteed a paycheck prior to their normal pay day.

- 5.3.7 **Vacation Periods:** There are no specific vacation periods for year-round employees. However, preference for special vacation time will be determined based on seniority of staff members and at the discretion of Program Managers. Staff members may plan vacations in accordance with job needs and supervisory and executive approval any time after the first six months of employment, provided that no more vacation be taken than has been accrued during the first service year.
- 5.3.8 After the first year of employment, employees may carry over one of their weeks of vacation time to the following anniversary year. At this time, any unused vacation time in excess of one week will be forfeited (this policy is effective the date of this Personnel Policies revision). It is the employee's responsibility to monitor his/her own vacation time and carry over schedule. Any exceptions to the carry over policy and all requests to take more than two consecutive weeks of vacation must be approved by the Executive Director.
- 5.3.9 Vacation pay may be taken in whole or half day units.
- 5.3.10 **Floating Holidays:** Permanent employees who work more than 12 hours per week and who have worked for the agency for more than 6 months are entitled to one floating holiday per *fiscal* year. This holiday can be any day of the employee's choice as long as it is approved in advance by the Program Director. The number of hours that an employee is paid for a floating holiday is the same as the number of hours that (s)he is paid for a vacation day (see § 5.3.1).
- 5.4.0 **SICK AND PERSONAL DAYS** All year-round staff receive two weeks of paid sick time and one week of paid personal time per year. Sick and personal days and hours are calculated the same as vacation days and hours (see § 5.3.1).
- 5.4.1 Personal days are used for medical or dental appointments, funerals, bereavement and other personal emergencies and permission to use them must be sought in advance from the employee's supervisor. Personal days are NOT to be used in lieu of vacation days.
- 5.4.2 During the first year of employment, personal days are accumulated at the rate of one day per month. Sick days are accumulated at the rate of one day per month for the first six months of employment. Following the first six months, sick days can be taken up to the limit per year.
- 5.4.3 In the event of voluntary termination, employees will be expected to pay the agency back for any unearned sick and personal days that have been used. Earned time will be based on a 12 month schedule as discussed above in § 5.3.2.
- 5.4.4 At the end of one year, up to five unused sick days will be carried over into the next year. The remainder will be forfeited. After an employee has worked for the agency for three years, (s)he may carry over up to ten sick days.
- All unused personal days will be forfeited at the end of the year.
- 5.4.5 Sick and personal time is logged as it is needed on a daily basis in hourly units. The amount of sick and personal time paid to an employee will not be in excess of his/her scheduled hours for that day.
- 5.4.6 The amount of sick and personal time an employee has remaining in any given year is available to the employee through his/her Program Director.
- 5.5.0 **HEALTH AND DENTAL INSURANCE** CDCC offers a choice of three comprehensive health and dental packages. CDCC pays a shared cost of the membership (see Personnel Administrator for exact costs). Contributions for part-time employees are pro-rated as a fraction of the contribution for full time that is equal to the hour worked per week over 40 hours. Employees who elect to participate in health and dental insurance will contribute amounts required for participation on a pre-tax basis. This means that contributions for health and dental coverage are deducted from an employee's pay before federal, state and Social Security taxes are calculated. After one month's employment, enrollment is available only to permanent full-time employees. (NOTE: Seasonal employees must make provisions to assume full payment of the monthly health and dental premiums when their seasonal employment ends.) It is the employee's responsibility to contact the personnel administrator directly in order to enroll for the health and dental insurance. (revised 6/93)

- 5.5.1 The monthly billing cycle for the health plans is from the 25th of the month to the 24th of the following month. The billing cycle for the dental plan is from the first of the month to the last day of the month.
- 5.5.2 *New employees enrolling on the plan* must work for the agency at least four weeks before they can join. Deductions for health and dental will be withheld during this four week period. Following the deduction period, health coverage will take effect on the 25th of the month. Dental coverage will be effective on the first of the following month. New employees will be given written information on the health and dental plans upon hiring. It is the employee's responsibility to contact the Personnel Manager in order to complete the paperwork necessary to begin the insurance coverage. It is also the employee's responsibility to read the policy information thoroughly in order to understand the coverage and its limitations.
- 5.5.3 *Employees who wish to switch coverage* between the two health plans can do so only on the renewal date of the plan they wish to join.
- 5.5.4 *Terminating employees:* If an employee's last work day is *prior to* the tenth of a given month, his/her health coverage will terminate the 24th of that month and his/her dental coverage on the last day of that month. If the last day of employ falls *on or after* the tenth of the month, health coverage will terminate on the 24th of the following month and dental coverage on the last day of the following month. Upon termination, employees will be given, in writing, the option of remaining on the group plan through CDCC for a period of up to 18 months, with the understanding that the employee assume the full insurance cost. The agency has the right to terminate coverage for late payment or lack of payment without notice to the employee.
- 5.6 **JURY DUTY** If an employee is called to Jury Duty, the agency guarantees no loss of benefits during the time served and full pay for the first fifteen days of service. The employee *must* report any money received from the state or federal government for this fifteen day period to CDCC. The employee's wages may be affected by any jury pay received for the fifteen day period.
- 5.7 **EDUCATIONAL REIMBURSEMENT** If CDCC requests that an employee take a course, the full cost of the course will be paid by the Center. Other courses may be paid, in part or in full, at the discretion of the Executive Director if they are related to an employee's work and depending on the availability of funds.
- 5.8 **PENSION** A Simplified Employee Pension will be offered to permanent employees by the agency from year to year subject to availability of funds.
- 5.8.1 Any amounts paid toward the plan are subject to availability of funds in the fiscal year ending June 30.
- 5.8.2 Contributions (cash funding) to the plan will be on or about the following December 31 and amounts accruing to each individual will be based on a percentage of wages for the calendar year. For purposes of determining contribution amounts, "wages" shall include all remuneration paid to an employee by the employer (including pre-tax contributions to health and dental insurance under the IRC Section 125 cafeteria plan). (revised 6/93)
- 5.8.3 Eligibility requirements stipulate that an employee must be at least 21 years of age and an employee of the Agency as of the December 31 contribution date. In addition, an employee must have worked for the agency 36 months out of the 5 calendar years prior to the December 31 contribution date.
- 5.8.4 In no case will a contribution be made for a specific individual greater than that allowable under the Internal Revenue Code.
- 5.8.5 Notwithstanding any of the above, the plan may be terminated at any time by the Board of Directors.

- 5.9 **CHILD CARE** Consideration will be given to all requests for child care within the agency. However, child care cannot be guaranteed and requests will be granted based upon the agency's ability to provide such care and other criteria.
- 5.9.1 Children will not be placed in a class supervised by a parent.
- 5.9.2 Administrative staff cannot have their child in a program which they supervise.
- 5.9.3 *Child Care Subsidy*: The child care subsidy, from year to year, will depend upon overall agency ability to provide funding.
- 5.9.4 Any employee applying for the benefit needs to be the birth parent or adoptive parent or the child's legal custodian. Eligibility guidelines and/or procedures regarding child care benefits can be obtained from Program Managers or the Personnel Administrator.
- 5.9.5 If the child care subsidy is to be reduced from its current level, staff will be given four weeks notice of such reduction.
- 5.9.6 Any employee who receives subsidies for child care through the auspices of CDCC is responsible for accurate and truthful reporting related to that subsidy. This includes the immediate reporting of *any* changes which affect the status of their child care subsidy. Such changes include provider change, change in employee's work hours, change in care hours, change in cost of care, and change in gross monthly income and family size (in cases where the employee receives a DSS subsidy). Misrepresentation of facts relative to eligibility for DSS subsidy is grounds for dismissal of an employee (see § 3.2.4, h.).

CHAPTER SIX

HOLIDAYS

- 6.0 CDCC will observe a minimum of nine legal holidays during the year depending upon the agency's contracts with state funding agencies. These are guaranteed to include but shall not be limited to:
- | | |
|------------------|------------------|
| New Year's Day | Labor Day |
| Memorial Day | Thanksgiving Day |
| Independence Day | Christmas Day |
- 6.1 If any of these holidays occur during an employee's vacation period, the employee will receive one extra vacation day.
- 6.2 If any of these occur on a day on which work is not normally scheduled, the Executive Director may elect to schedule an alternative date for the observance of the holiday.
- 6.3 **EARLY RELEASE DAYS** In the case of early release days, the agency may also pay staff for their usual period of work on a given day when only a portion of that day is required. On such days all staff are required to report to work but some may be released early by the Program Director. Program Directors will decide whether to release staff on a program to program basis. Directors reserve the right to request staff to stay for their usual work periods in order to accomplish specific projects. Those who stay for an early release day will be the first employees released on the next opportunity for an early release day.

VOLUNTARY TERMINATION OF SERVICE

- 7.0 For professional or personal reasons, employees may from time to time terminate voluntarily from employment with CDCC, an action representing a decision on the part of the employee which recognizes all of its possible consequences.
- 7.1 **AVAILABILITY OF EARNED BENEFITS** At voluntary termination, employees may receive compensation for any accrued vacation (see § 5.3.0 - 5.3.9 for more information on vacation accrual and carry over limitations). Compensations will not be allowed for any other earned benefits at voluntary termination.
- 7.2 At termination, an employee forfeits all accrued but unused sick leave and personal days. At this time, it is determined whether the employee has used any accrued benefits days (sick, vacation or personal days) that he/she has not earned. The employee will be obligated to pay any unearned time back to the agency.
- 7.3 If voluntary or involuntary termination occurs, however, because of chronic illness on the part of the employee, the Executive Director may elect to compensate the employee for all or a part of the employee's unused sick leave.
- 7.4 **RESIGNATION** An employee who resigns shall give written notice stating the date of departure and reason for resignation.
- 7.4.1 Personnel are required to give at least as many weeks notice as they have weeks of annual vacation time. In order to obtain any severance pay (accrued vacation time) that is due and to leave in good standing, the employee must give the required notice. Notice periods are not to include vacation time, unless such time is warranted by exceptional circumstances and then only at the discretion of the Executive Director.
- 7.4.2 When an employee leaves the employment of the day care agency, the Program Director should notify the business office that the worker has completed assignments satisfactorily and is, therefore, entitled to the final paycheck and accrued vacation pay.
- 7.5 All requests for references will be given by the Program Director, Site Manager or Executive Director only.

CHAPTER EIGHT

ABSENCES

- 8.0 **GENERAL ABSENCES** General absences should be prearranged when possible. In the case of sickness or emergency, the employee must notify directly the Program Director or designated supervisor. Direct care staff must call at least one hour in advance of their scheduled time.
- 8.1 **PERSONAL DAYS** In the case of family illness, death, bereavement, medical or dental appointments, religious holidays and emergencies, etc.; it is the policy of the agency to allow a year-round employee to be absent up to one week during a service year as discussed above (§ 5.4.1).
- 8.2 **SICK DAYS** Year-round employees are entitled to up to two weeks with pay per service year. These days are to cover occasional sicknesses occurring during the employee's service year.
- 8.3 **LEAVES OF ABSENCE** All requests for a leave of absence must be submitted in advance to Program Directors, in writing. They must state the reason for the leave, the planned duration of the leave and the expected time of return from such leave. Employees must obtain permission from Program Directors to take any kinds of unpaid leaves of absence whether involving one day or a considerable unpaid length of time. Various considerations regarding employee seniority, dependability, programmatic needs and/or demands will be analyzed before permission can be granted. Employees who are granted leaves commit themselves to return to the agency upon completion of the leaves.
- In general, all agency benefits (including accrual of sick, vacation and personal time) will be suspended during any unpaid leave time of more than 10 consecutive days within an employee's service year. In addition, an employee's seniority will be adjusted by the length of the unpaid leave time. (Exceptions to the above are noted in § 8.3.1 & 8.3.2.)
- 8.3.1 **Medical Leaves:** Employees who meet the criteria in § 8.3.1.1 or 8.3.1.2 below may take up to four months medical leave. During this four month period, the employee may use any accrued vacation, sick and personal days as the paid portion of the leave. During the *paid* portion of the leave, the employee is still eligible to receive his/her child care benefit (if applicable). The agency will continue to provide its portion of the individual's health insurance coverage during the four month period. Benefit accrual will be suspended during the entire leave of absence *and* the employee's seniority will be adjusted by the length of the leave (this applies both to the paid and unpaid portions of the leave). The employee must assume the full cost of his/her health insurance benefit during any extensions to the four month leave period.
- 8.3.1.1 **Sick Leave:** In all cases where an employee is to be absent for two consecutive weeks or more, (s)he must have his/her physician send a report to the Program Director before the end of the second week indicating diagnosis, prognosis, physician's recommendations and the probable due date of return to employment. Medical leave payment (as described in § 8.3.1) cannot be made unless this requirement is satisfied and approval has been granted by the Executive Director. After the expiration of the medical leave, any employee needing any additional unpaid sick leave must gain approval from the Executive Director.
- 8.3.1.2 **Maternity/Paternity Leave:** When maternity/paternity leave is needed for a natural born or adopted child, the employee may take a medical leave (see § 8.3.1). At the end of the four month leave of absence, an additional month extension of the leave may be granted for extraordinary circumstances, primarily related to health, at the discretion of the Executive Director.
- 8.3.2 **Workman's Compensation Leave:** Any employee meeting the criteria for a workman's compensation leave of absence may choose to use either benefit time or unpaid time until coverage from the workman's compensation fund begins. Employee benefits will continue to accrue during the paid benefit and workman's compensation period and seniority will be unaffected during this time.
- 8.4 **ACCUSATIONS OF ABUSE AND NEGLECT** Suspension will occur when an accusation is made that an employee has

committed an act of institutional child abuse and/or neglect and such accusation results in the filing of a form 51A.

During the suspended period the employee will continue to accrue benefits and collect payment until the investigation is completed by the Department of Social Service.

If the charges are unsubstantiated by the investigation, the Executive Director may choose to continue the period of suspension. During that time, the agency will be required to conduct its own investigation. At the conclusion of such investigation, the Executive Director will be required to reinstate the employee or proceed with involuntary termination and the employee will be advised that he/she may initiate Step 4 of the grievance procedures.

If charges are substantiated the employee will be dismissed according to procedures outlined in the section on involuntary termination and the grievance procedures are available to the employee. If the charges are substantiated, a confidential written record of the incident and the outcome will be reported in the employee's file.

CHAPTER NINE

SALARY ADMINISTRATION

9.0 Salary ranges are established for each classification or position.

The beginning salary for each staff member within the range is dependent upon training and experience in relation to the job requirements.

9.1 It is the policy of CDCC to give annual salary increases to each employee. This is dependent upon availability of funding and should be announced to employees at the earliest possible date of the fiscal year.

9.2 In an event that the salary increases are being given and an employee has had a promotion during the year, such employee will receive the increase on his/her anniversary date, regardless of the date of the promotion.

CHAPTER TEN

GENERAL CONSIDERATIONS

- 10.0 **HIRING AND PROMOTION OF RELATED INDIVIDUALS** No member of a family may be hired by an employee who has supervisory responsibility over the position being filled.
- 10.1 **PERSONAL RELATIONSHIPS AMONG EMPLOYEES** Personal relationships between employees may not in and of themselves disqualify these individuals from further employment within a program or within the agency. If however, such relationships tend to interfere with performance of job responsibilities, such individuals will be susceptible to all applicable disciplinary procedures including termination for cause. Conditions of hiring and promotion which apply to related individuals of employees shall also apply under circumstances where personal relationships are involved.
- 10.2 **TRANSFERS BETWEEN PROGRAM COMPONENTS** Employees transferred between positions will be allowed to continue to hold and to accrue all fringe benefits (if applicable). Such employees may, however, be held subject to an initial probationary period. Salary review dates begin with the appointment of the new position but anniversary dates relative to benefits are based upon the original date of hire.
- 10.3 **TIME AND ATTENDANCE PRACTICES** A sign in/out log will be maintained at each program site. This log will, at minimum, reflect the time arriving and departing for each employee assigned to the facility. Each employee is required to log his/her status daily.
- 10.4 **REIMBURSEMENT FOR AUTOMOBILE TRAVEL EXPENSES** Reimbursement for employment related travel by employees using a privately owned vehicle is authorized, providing the Program Director approves such travel with reimbursement not to exceed the current rate established by the agency. Parking fees and tolls are reimbursable at actual costs incurred with verifying receipts.
- 10.5 **ANTI-HARASSMENT POLICY** It is the policy of Community Day Care Center of Lawrence, Inc. that all our employees should be able to enjoy a work environment free of discrimination and harassment.
- This policy refers to, but is not limited to, harassment in the following areas: (1) age, (2) race, (3) color, (4) national origin, (5) religion, (6) sex, (7) marital status, (8) handicap and (9) veteran status. Harassment includes display or circulation of written materials or pictures degrading to either gender or to racial, ethnic or religious groups; and verbal abuse or insults directed at or made in the presence of members of a racial, ethnic or minority group.
- Harassment also refers to behavior which is personally offensive, impairs morale and interferes with the work effectiveness of employees. Any harassment of employees by other employees will not be permitted, regardless of their working relationship.
- Sexual harassment includes unredeemed sexual advances, requests for sexual favors, and other offensive verbal or physical conduct that is sexual in nature. Sexual harassment undermines that employment relationship by creating an intimidating, hostile or offensive work environment and will not be tolerated.
- In fulfilling their obligation to maintain a positive and productive work environment, managers and supervisors are expected to immediately halt any harassment of which they become aware by emphasizing the Company Policy and, when necessary, by more direct disciplinary action.
- 10.6 **COMPLAINT PROCEDURE** Individuals who believe they have been subjected to harassment from either a co-worker or a supervisor should make it clear to the offender that such behavior is offensive to them and should immediately bring the matter to the attention of the Program Director.

Individuals who wish to speak with management personnel other than their program director, may request a meeting with the Executive Director, who will make his/her own independent inquiry into any allegations and the results of the investigation will be reviewed with the employee within ten days. It is important for employees who feel that they have been harassed to report incidents to management.

Anyone found to have engaged in any type of harassment shall be subject to discipline, up to and including discharge in accordance with the probation and termination policies as specified in these Personnel Policies.

- 10.7 All staff are asked to disclose other regular employment to Program Directors. Staff who work more than 30 hours per week are asked to limit employment to CDCC because of the demanding nature of the work. Any exceptions to this policy must be discussed with Program Directors.

APPENDIX I: EEO/AA POLICY STATEMENT AND AFFIRMATIVE ACTION PLAN

The Community Day Care Center of Lawrence, Inc. has a statutory mandate under law to guarantee equal treatment for all who seek access to its services or opportunities for employment and advancement. No discrimination will be tolerated on the basis of race, creed, political affiliation, color, sex, national origin, age, handicap or marital status. The ultimate goal is for personnel of this organization to reflect the proportion of minority, female, and handicapped persons in the populations they serve.

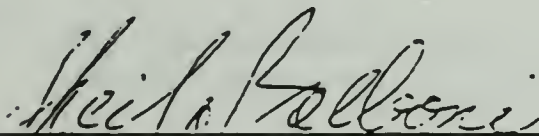
The Community Day Care Center of Lawrence, Inc. will meet its legal, moral, social and economic responsibilities for Equal Employment Opportunity/Affirmative Action as authorized and required by all pertinent state and federal legislation, executive orders and rules and regulations, including the following:

- Massachusetts Executive Order 74 as amended by Executive Order 116
- Massachusetts Architectural Barriers Board Act
- Federal Executive Orders 11246 and 11375 as amended
- Civil Rights Act of 1964 as amended
- Equal Pay Act of 1963
- Age Discrimination in Employment Act of 1967
- Rehabilitation Act of 1973, Section 504
- Massachusetts Executive Order 143 and 227

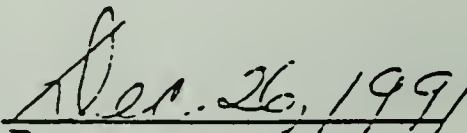
All employees, unions, subcontractors, and vendors must make genuine and consistent efforts (1) to ensure equal employment opportunities for present and future employees, and (2) to implement affirmative action, as legally required to remedy the effects of past employment discrimination and social inequalities.

The responsibility for implementing and monitoring this policy has been delegated to Sheila Balboni, Executive Director.

Furthermore, the Community Day Care Center of Lawrence, Inc. prohibits that any employee, or applicant, be subjected to coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under this program. No portion of this Equal Employment Opportunity/Affirmative Action policy shall be construed conflicting with any existing or future judicial or legislative mandate where a construction consistent with that mandate is reasonable.



Sheila Balboni, Executive Director



Date

**COMMUNITY DAY CARE CENTER OF LAWRENCE, INC.
190 HAMPSHIRE STREET, ROOM 302
LAWRENCE, MA 01840-1251**

REGLAMENTO PARA EL PERSONAL

DECLARACION DEL EMPLEADO

Al firmar y entregar esta declaración, reconozco haber recibido el manual del Reglamento para el Personal de Community Day Care Center (CDCC) y comprendo que es mi responsabilidad familiarizarme con su contenido. Entiendo que este manual no es un contrato de empleo y que la compañía se reserva el derecho de alterar, modificar o eliminar cualquiera de los reglamentos, procedimientos o beneficios que se describen en el mismo. También comprendo que soy empleado sin contrato y soy responsable de contactar al gerente del personal directamente, si deseo solicitar seguro u otros beneficios.

Esto es para verificar que: autorizo / no autorizo (por favor marque lo que corresponda) a CDCC a hacer pública la totalidad de la información de referencia cuando sea solicitada. Si no se autoriza, CDCC responderá a cualquiera solicitud de referencias con una declaración de que, a pedido del empleado, solamente se permite hacer públicas las fechas de su empleo.

Firma

Fecha

CAPITULO UNO INTRODUCCION

1.0 DECLARACION DE INTENCION Para garantizar que todos los empleados de Community Day Care Center of Lawrence, Inc. reciban un trato justo y equitativo en relación al acceso a los beneficios, a los aumentos de sueldo y ascensos, a los procedimientos al ser empleados y al terminar sus servicios, y a pleitos con o agravios contra los supervisores, Community Day Care ha determinado que un Reglamento para el Personal sea establecido, el cual, a menos que sea indicado por la Junta de Directores y/o por la Directora Ejecutiva de la agencia, tendrá validez universal para todos los empleados en todos los programas. Será declarado que cada referencia a los empleados de CDCC en este manual incluye a los empleados de todos los programas dirigidos por Community Day Care Center of Lawrence, Inc..

1.1 El siguiente Reglamento para el Personal ha recibido la aprobación de la Junta de Directores del CDCC, la cual ha delegado la completa responsabilidad de su cumplimiento a la Directora Ejecutiva de la agencia. La Directora Ejecutiva podrá, a su juicio, delegar, total o parcialmente, la responsabilidad de su cumplimiento y de la toma de decisiones sobre su implementación, a los gerentes designados, un hecho que será indicado en la descripción de sus funciones. Luego de advertir a la Junta de Directores acerca de su intención de tomar tal acción, la Directora Ejecutiva podrá también determinar que algunas prácticas pueden ser suspendidas, corregidas o alteradas bajo las condiciones y procedimientos que serán establecidos en este documento.

1.2 Cualquier empleado puede proponer un cambio o agregados al Reglamento para el Personal a su supervisor, quien llevará la propuesta a la Directora Ejecutiva para su consideración.

CAPITULO DOS PROCEDIMIENTOS DE EMPLEO

2.0 SELECCION DE PERSONAL En el reclutamiento y la selección de todo el personal es regla del CDCC mantener un proceso abierto y activo, el cual particularmente estimule el acercamiento de las comunidades vecinas.

Para mantener esta regla, CDCC ha establecido reglamentos y procedimientos que eviten la discriminación, tanto intencional como inadvertida, en la selección del personal debido a factores de edad, sexo, raza, color, credo, nacionalidad, religión o impedimento físico. Al mismo tiempo ha sido promulgado un Plan de Acción Afirmativa que intentará asegurar que el personal empleado por la agencia refleje la composición étnica y sexual de la comunidad. Esto se realizará a través del cumplimiento de ciertos procedimientos que extiendan el reclutamiento y el acceso al empleo a estos grupos.

Manteniendo el compromiso de seleccionar a los mejores candidatos para cualquier puesto, y sin tener en cuenta otro factor, CDCC ha adoptado una Declaración de Igualdad de Oportunidades que se incluye como Apéndice I. de este manual de Reglamento para el Personal.

2.1 FACULTAD PARA EMPLEAR La Directora Ejecutiva de CDCC será designada por la Junta de Directores después de las debidas deliberaciones del Comité de Personal de la Junta. Los Directores de programa son seleccionados por los Directores Ejecutivos y rinden informe ante ellos. El Plantel Docente y cualquier otro empleado es entrevistado y seleccionado conjuntamente por los Directores Ejecutivos y los Directores de Programa.

2.2 REQUISITOS PARA EL EMPLEO Los empleados de los programas licenciados por la Oficina Para Niños deberán hacer lo necesario para cumplir con sus reglamentaciones, que incluirán, pero no estarán limitadas a

las siguientes estipulaciones:

2.21 Los Directores de Programa podrán requerir a los maestros, el tomar cursos de Educación Temprana, aprobados por el estado.

2.22 Todos los nuevos empleados y directores que proveen cuidado inmediato a los niños deben completar un curso de primeros auxilios y podrán ser requeridos a tomar un curso de Resucitación Cardiopulmonar durante el primer año de su empleo. Podrán elegir entre un curso auspiciado por la agencia, o un curso aprobado por la agencia.

2.23 Antes de comenzar a trabajar los empleados designados deben certificar por escrito, por su médico, que están libres de enfermedades contagiosas.

2.24 Además, estos empleados deberán haber tenido resultados negativos satisfactorios en un examen para la tuberculosis realizado con tres meses o menos de anticipación de su empleo.

2.25 Los empleados que trabajen con niños deberán tener un certificado médico que, además de lo anterior, los habilite para trabajar con niños pequeños, sin límites debidos a problemas de salud.

2.26 Será requerido a todos los empleados el completar un formulario de verificación de elegibilidad para empleo (Formulario de inmigración I-9) y el proveer los documentos necesarios a la oficina, que establezcan la identidad y la elegibilidad del aspirante para empleo.

2.27 Cualquier empleado que tenga contacto con los niños sin supervisión, deberá remitir información a la Oficina Para Niños para que se complete un chequeo de archivos criminales (CORI). El empleado deberá poner los resultados a disposición de su director de programa para ser considerado para el puesto.

2.28 De acuerdo al mandato de 1989 del Departamento de Salud Pública, Ley Federal (Orden ejecutiva no. 246) y Ley Estatal (Enmienda a la Constitución, artículo 114), los programas cumplirán con la orden de que es ilegal limitar la inscripción de un niño o el empleo de un adulto solamente en base de su infección, o no infección, con el virus HIV (S.I.D.A.). Otros factores como la salud, desarrollo neurológico, comportamiento y estado inmunológico serán tomados en consideración al revisar cada caso individualmente.

2.3 PROCEDIMIENTOS PARA EL EMPLEO Una carta de empleo será puesta a disposición del candidato antes de la fecha de comienzo. Dicha carta deberá consignar el puesto, el título, el salario y una fecha real de ingreso, como así también la explicación del período de prueba.

2.31 PERIODO DE PRUEBA Los primeros 90 días de empleo del personal suponen un período de prueba durante el cual, las habilidades y roles del empleado requerirán especial evaluación. Al mismo tiempo, el empleado se encontrará en el proceso de determinar si el rol y el contexto en el cual estará trabajando es el adecuado.

2.32 EVALUACIONES DURANTE EL PERIODO DE PRUEBA En el transcurso del Período de Prueba se realizará, como mínimo, una evaluación del rendimiento del empleado, y los resultados escritos de esta evaluación serán entregados al empleado por su supervisor.

2.33 ACUMULACION Y USO DE BENEFICIOS Durante el período de prueba todos los beneficios, disponibles para los empleados, serán acumulados y podrán ser utilizados (con excepción de las vacaciones).

2.34 DESPIDO DURANTE EL PERIODO DE PRUEBA Si durante, o al finalizar el Período de Prueba, se observa que el rendimiento del empleado continúa siendo insatisfactorio, podrá ser despedido sin perjuicio. Un empleado despedido durante el Período de Prueba, contará con los recursos legales para sentar los

procedimientos establecidos de agravio.

2.4 CLASIFICACION DEL EMPLEADO AL EMPEZAR A TRABAJAR Con el propósito de determinar los beneficios que le corresponden al personal, todos los empleados serán clasificados en una de las siguientes categorías: Jornada Completa (Full-Time), Media Jornada (Part-Time), o Temporario (Seasonal).

2.41 EMPLEADOS DE MEDIA JORNADA Son aquellos que han sido empleados para trabajar todo el año, 21 horas o menos por semana. Estos tienen derecho a los beneficios, prorrateados, con excepción del seguro médico. Los empleados que trabajen menos de 12 horas por semana no tienen derecho a los beneficios de la agencia, con excepción del pago en los días de asueto.

2.42 EMPLEADOS DE JORNADA COMPLETA Son aquellos que han sido empleados por todo el año para trabajar mas de 21 horas semanales. Estos tienen derecho a todos los beneficios que otorga la agencia.

2.43 EMPLEADOS TEMPORARIOS Son los que han sido empleados especialmente por un período de entre seis y once meses. Estos empleados no son trabajadores permanentes, y solo tienen derecho a un plan de beneficios de 15 días que deben ser tomados durante las tres semanas de vacaciones escolares (diciembre, febrero y abril) a no ser que el director de programa haya aprobado otros arreglos específicos al comenzar el año escolar. Estos también recibirán pago por los días de asueto que existan durante los meses de su empleo. Si un día de asueto coincide dentro de una semana de vacaciones, y solo se utiliza cuatro días de vacación, el día no usado podrá ser aplicado (con la aprobación del director) a un día de enfermedad o día personal sin pago.

Las fechas de comienzo y fin de vacaciones serán distintas de acuerdo al año calendario en el cual pertenezcan. Estas son determinados con anticipación por el director de programa y la Directora Ejecutiva, teniendo en cuenta el plan de 15 días de vacación.

2.44 APRENDICES Son aquellas personas matriculadas en un programa formal de entrenamiento que trabajan en la agencia para recibir entrenamiento. El pago, por hora, varia de acuerdo a lo que especifique el programa de entrenamiento. Los aprendices no son considerados empleados y por lo tanto, no tienen derecho a los beneficios de la agencia.

2.45 Los empleados que hayan trabajado anteriormente en la agencia y que vuelven a empezar, son considerados empleados nuevos, con nuevas fechas de ingreso y nuevos beneficios, conforme a la clasificación.

2.46 Los beneficios disponibles responden a una clasificación. Al determinar cuales son los que corresponden a un individuo, se considerará al número de horas que trabaja el empleado para la agencia en total, y no solamente las horas que trabaja en un programa particular.

2.5 ORIENTACION Todos los empleados recibirán una orientación al comienzo de su empleo, que incluirá una reunión con su director de programa o gerente para revisar este Reglamento para el Personal y los códigos del programa. Además, cada empleado será orientado hacia sus responsabilidades y su programa específico por el supervisor o por una persona designada, en un programa de orientación estructurado por aquel supervisor.

2.6 CRITERIOS Y PROCEDIMIENTOS PARA LA PROMOCION Es la práctica del Community Day Care Center anunciar los puestos vacantes, al quedar disponibles, en la oficina central y en los sitios primarios de los programas. A los empleados interesados se les garantiza una entrevista con el gerente correspondiente. Esta entrevista servirá al propósito de proveer información al empleado relacionada al puesto, tanto como para evaluar el interés y las capacidades del empleado. Se realizará una segunda entrevista de acuerdo a la práctica establecida según la petición del empleado, con la recomendación del gerente del programa.

2.7 CONFIDENCIALIDAD Todo el personal es responsable de mantener la confidencialidad de los servicios que la agencia provee.

CAPITULO TRES RENDIMIENTO DEL EMPLEADO

3.0 Se requiere que los programas de CDCC establezcan códigos de conducta en relación al personal mientras estén involucrados en las actividades de CDCC. Estos códigos rigen durante las horas de trabajo y se aplicarán a asuntos específicos tales como el informe de las llegadas tarde, las enfermedades, notificación de períodos de ausencia prolongada, al mantenimiento y manejo de la oficina, comportamiento personal en los sitios de la agencia y comportamiento entre los miembros del personal.

3.1 El rendimiento del empleado será evaluado periódicamente con relación específica al cumplimiento de las funciones enumeradas en la descripción de su trabajo, tanto como a la conformidad con los códigos de conducta. Se exigen también evaluaciones anuales pero pueden realizarse según la necesidad, si son solicitadas por un supervisor. Durante la sesión de evaluación se desarrollarán objetivos, puestos por escrito por el empleado y su supervisor. Estos serán firmados por ambos. Un empleado que ha trabajado más allá del período de prueba y cuyo rendimiento es luego considerado inadecuado será notificado al efecto por escrito por su supervisor. Esta notificación debe ser firmada tanto por el empleado como por el supervisor e incluirá las áreas de inquietud, criterios para mejoramiento, objetivos de rendimiento para ser cumplidos, una persona indicada para evaluar su cumplimiento y las fechas para subsiguientes evaluaciones.

3.2 MEDIDAS DISCIPLINARIAS Medidas disciplinarias podrán ser necesarias para corregir un evidente rendimiento inadecuado o la no observación de códigos de comportamiento. Las medidas disciplinarias podrán tomarse de las siguientes maneras:

3.21 PRUEBA Se puede establecer un período de prueba disciplinaria para un empleado. Tal período debe ser determinado con anticipación con una fecha final, llegada la cual se espera un mejoramiento de la conducta o rendimiento general por parte del empleado.

3.22 La duración de este período será decidida por el supervisor con la aprobación escrita de la Directora Ejecutiva. El supervisor deberá realizar una evaluación del empleado e informar por escrito al finalizar tal período. Este informe recomendará la continuación del empleado en su puesto, o, en el caso de no observarse cambios en la conducta o rendimiento, su despido.

3.23 DESPIDO Como medida disciplinaria, el despido es necesariamente un paso fuerte y difícil. Será puesto en práctica, sin embargo, a fin de preservar tanto la calidad del programa como la moral del personal. El despido requiere la evaluación del rendimiento descrito anteriormente (3.1) pero no requiere un período de prueba (3.21).

3.24 FUNDAMENTOS PARA EL DESPIDO Los motivos para despedir a un empleado, que deben encontrarse documentados por escrito, pueden incluir pero no limitarse a los siguientes:

- a. Poner en peligro el bienestar de los niños a través de abusos o negligencias intencionales o inadvertidas.
- b. Asignar responsabilidades para el cuidado y el bienestar de los niños a personas que no estén autorizadas, sin tener en cuenta la responsabilidad del programa en el caso que ocurran daños o perjuicios.
- c. Conductas que claramente perjudiquen el rol y la reputación del programa en la comunidad, como el caso de cuestionar inapropiadamente o violar códigos establecidos de conducta social durante las horas de trabajo.
- d. Incapacidad o falta de competencia, por parte de cualquier individuo, para realizar completamente y en

forma adecuada las tareas asignadas.

- e. Comportamientos que en forma repetida o intencional violen los códigos establecidos por el programa.
- f. Total fracaso en el desempeño de las funciones.
- g. Robos de la propiedad del CDCC o malversación de sus fondos.

3.25 PROCEDIMIENTOS EN EL CASO DE DESPIDO Normalmente será necesario notificar al empleado sobre su despido con un mínimo de dos semanas de anticipación.

3.26 Cuando la continuación en el puesto perpetuaría o agravaría el problema que llevó al despido, o cuando esté involucrado el bienestar de los niños, el supervisor y la Directora Ejecutiva tendrán la opción de exigir el despido inmediato del empleado.

3.27 Se pagarán las vacaciones acumuladas al empleado a partir de tal despido.

3.28 El despido de cualquier empleado deberá ser comunicado al Comité Ejecutivo de la Junta de Directores a través de la Directora Ejecutiva. Esta comunicación será por escrito e incluirá una explicación sobre los motivos por los cuales el empleado fué despedido.

3.29 SUSPENSION El empleado podrá ser suspendido por no mas de 15 días hábiles con goce de sueldo, con excepción del caso en que se haya hecho un informe 51A y la investigación del Departamento de Servicios Sociales tome mas de 15 días (8.26). Se decidirá al finalizar este período si el empleado continuará o nó en su puesto.

3.3 PROCEDIMIENTO PARA LA RECEPCION DE QUEJAS SOBRE LOS EMPLEADOS QUE TRABAJEN DIRECTAMENTE CON LOS NINOS El empleado que recibe la queja es responsable de documentarla por escrito en el formulario "Parent Complaint" (Queja de los Padres) que está disponible en todas las oficinas de programa. Tambien es responsable de comunicar la queja al director de programa que luego la comunicará inmediatamente a la Directora Ejecutiva.

3.31 El director de programa entonces se reúne con el empleado en cuestión para conversar acerca de la queja. Los directores tambien se pueden reunir con la persona que hizo la queja, separadamente, ó en presencia del empleado en cuestión .

3.32 Luego, los directores tomarán una decisión acerca de la forma de acción, disciplinaria o civil, para ser, o nó, tomada en contra del empleado. La persona que hizo la queja y el empleado serán informados de esta decisión.

3.33 El director de programa deberá documentar todos los pasos tomados en el formulario de la Queja de los Padres y se mantendrá una copia en los archivos centrales. Como respuesta a cualquier medida disciplinaria, el empleado tiene derecho a seguir los procedimientos de agravio que se resumen a continuación.

3.4 AGRAVIOS A LOS EMPLEADOS Los empleados tienen derecho a contestar dictámenes con respecto a su comportamiento, los cuales motiven acciones disciplinarias de cualquier tipo contra ellos. Al mismo tiempo, pueden cuestionar formalmente cualquier acción o actitud de los supervisores en el caso que crean que fue injusta o perjudicial hacia ellos.

3.41 Si el conflicto concierne al sueldo, al horario, a las condiciones de trabajo, a medidas disciplinarias tomadas en contra el empleado, o al despido, el empleado deberá discutir el problema con su supervisor inmediato superior.

3.42 Si la resolución adoptada no es satisfactoria para el empleado, este puede presentar el problema por escrito, al director de programa. El empleado contará con una respuesta verbal o escrita del director dentro de los siguientes cinco días hábiles.

3.43 Si el empleado aún no estuviese satisfecho con el resultado de la cuestión, lo podrá someter por escrito, a la Directora Ejecutiva. Esto debe ser hecho dentro de los siguientes cinco días hábiles contando a partir del día en el que se recibió la respuesta del director de programa. La Directora Ejecutiva, o una persona designada por ella misma, dará una respuesta escrita dentro de los siguientes cinco días hábiles, al empleado.

3.44 El empleado puede someter el problema por escrito, al Comité Ejecutivo de la Junta de Directores de CDCC. El Comité Ejecutivo se reunirá dentro de los 10 días hábiles con el empleado y la Directora Ejecutiva. Al mismo tiempo los demás supervisores podrán ser entrevistados. La decisión del Comité Ejecutivo será obligatoria y definitiva.

3.5 ARCHIVOS DEL PERSONAL El legajo personal será retenido en las oficinas administrativas, mientras el empleado trabaje en la agencia y aún después de su retiro.

3.51 En él se describirá el título de la tarea, el período de prestación de servicios y la edad de los niños con los cuales el empleado trabajó (cuando corresponda). El archivo también contendrá los objetivos anuales del empleado y las evaluaciones formales, tanto como los demás documentos relacionados al status del empleado.

3.52 Se otorgarán referencias cuando sean solicitadas, a no ser que el empleado haya establecido lo contrario por escrito al recibir este manual de Reglamento para el Personal.

CAPITULO CUATRO HORARIOS

4.0 HORARIOS DE TRABAJO La semana laboral corriente de la agencia es de 40 horas, de lunes a viernes. En algunos programas, el horario de los maestros puede ser de menos de 40 horas semanales. Los empleados serán informados verbalmente y por escrito sobre la cantidad de horas que deberán trabajar.

4.1 Todo el personal se emplea bajo el compromiso de trabajar ocasionalmente mas allá del horario habitual. (Por ejemplo, al personal docente, los supervisores, y al personal administrativo se les requerirá la asistencia a reuniones llevadas a cabo por la noche.) Para los empleados asalariados, estas horas no serán considerados como horas extras pagables, pero a criterio de la Directora Ejecutiva, las horas extras podrán ser compensadas de otra manera. Si se hubiesen acumulado horas extras, deberán tomarse horas libres dentro de cuatro semanas de acumularse en aproximadamente la misma fracción de tiempo en que se acumularon. A los trabajadores que trabajen por hora se les abonará este tiempo extra de acuerdo a la suma que cobran habitualmente por hora. Si al personal que trabaja por hora se le solicitara la permanencia en el trabajo por mas de 40 horas semanales, serán reembolsados a razón de una vez y media las horas actualmente trabajadas por encima de 40 horas.

4.2 Las horas extras se mantendrán a un mínimo y deberán ser aprobadas con anticipación por el gerente del programa.

4.3 Los empleados que trabajan por hora incluyen: ayudantes y asistentes de maestro, personal de apoyo, casero, cocinero, monitores de buses, consejeros.

4.4 DIAS DE TORMENTA DE NIEVE De acuerdo al objetivo de la agencia de ser atentos a las necesidades de lo padres y proveer servicios de cuidado infantil accesibles y de buena calidad en los días de tormenta de nieve, la agencia permanecerá abierta excepto bajo condiciones de emergencia. Debido a que pueden haber variaciones específicas año a año según el programa, se solicita a los empleados consultar con su director de programa para conseguir una copia al día del reglamento en caso de tormenta de nieve.

CAPITULO CINCO BENEFICIOS DEL EMPLEADO

5.0 Los requisitos necesarios para acceder a los beneficios han sido detallados en el capítulo dos (2.40 - 2.46).

5.1 FICA: Por ley, el CDCC debe pagar por cada empleado, una suma al fondo establecido por el Gobierno Federal. Este fondo permite a las personas mayores de 65 años tener una remuneración al jubilarse. Esta distribución, llamada FICA/Seguro Social, se paga en una cantidad que es establecida anualmente por ley.

5.2 SEGURO DE DESPEMPLEO El CDCC también aporta al fondo de desempleo para aquellas personas que se encuentran bajo los términos y condiciones establecidas por el Estado de Massachusetts.

5.3 VACACIONES Todo empleado nuevo, que es parte del personal permanente, tiene derecho a las vacaciones, luego de cumplir 6 meses de trabajo. Las vacaciones varían de acuerdo a las categorías y funciones de los puestos. Los gerentes de programa son responsables de comunicar los beneficios de vacación a su personal de acuerdo a los reglamentos establecidos por sus programas.

5.31 Los días y horas de vacación se basan sobre el promedio anticipado de horas por día requeridas por el puesto del empleado en el transcurso de un año.

5.32 Durante el primer año de empleo no se podrán tomar vacaciones antes de haber sido acumuladas.

Después del primer año de empleo, el empleado podrá tomarlas hasta el límite anual antes de su acumulación, pero si renunciara habiendo hecho uso de las mismas y sin cumplir el tiempo previsto para acumularlas, deberá reembolsar a la agencia los días que no le correspondían. (En este caso se calcularán los días correspondientes en base de su acumulación sobre 12 meses y no sobre 10 meses.) (Véase Capítulo Siete, sección 2.)

5.33 Los empleados temporarios que luego acepten empleos permanentes también tendrán acceso al sistema de vacaciones anuales, a partir de la fecha de ingreso como empleado permanente, siempre y cuando su empleo temporario haya sido por un año o más de duración.

5.34 A todas aquellas personas que trabajen cinco años en la agencia se les acreditarán cinco días adicionales de vacación luego de cumplir el quinto año.

5.35 Las vacaciones pueden tomarse en cualquier época del año, con la aprobación del Supervisor. Dicha aprobación deberá ser obtenida con un mes de anticipación como mínimo, dentro de lo posible.

5.36 El reglamento actual de la agencia permite que los empleados reciban su pago de vacaciones en la fecha de cobro anterior a su semana de vacación. Para recibir este pago por adelantado, el empleado debe remitir una petición por escrito en el formulario adecuado a su director de programa o supervisor por lo menos dos semanas antes de la vacación esperada. El director/supervisor indicará su aprobación en el formulario y lo enviará al gerente del personal para ser procesado. Tales formularios estarán a disposición de los empleados en la oficina administrativa o a través de los directores de programa.

El pago de vacaciones por adelantado es solamente para los empleados que tomen una semana entera de vacaciones, y no para los que se van por menos de una semana. Además, ningún empleado podrá tener garantía de recibir su sueldo con anterioridad a la usual fecha de pagos.

5.37 PERIODOS DE VACACIONES No existe un período específico para tomar las vacaciones. Sin embargo, las preferencias por determinadas épocas del año serán asignadas de acuerdo a la antigüedad del empleado en el puesto, y a criterio del director de programa. El personal podrá planear sus vacaciones conforme a las

necesidades de su trabajo y con la aprobación ejecutiva y del supervisor. Se podrán tomar en cualquier momento después de los primeros 6 meses de empleo, teniendo en cuenta que, durante el primer año, no se tomen más días de los que han sido acumulados.

5.38 Después del primer año de trabajo, los empleados podrán trasladar una de sus semanas de vacaciones ya acumuladas, para el año siguiente. Sin embargo, los días restantes de vacaciones deben tomarse en el año en el cual se acumularon.

5.39 Cualquier excepción al reglamento 5.38 y cualquier petición de tomar más de dos semanas juntas debe ser aprobada por la Directora Ejecutiva.

5.40 Se espera que los empleados estén pendientes de sus días de vacación y días reservados del año anterior y que verifiquen su horario de acumulación con su gerente de programa. El pago por las vacaciones puede tomarse en unidades de un día o medio día.

5.41 DIAS PERSONALES Y POR ENFERMEDAD Todo el personal tiene derecho a diez días pagos por enfermedad y cinco por motivos personales, al año.

5.42 Las horas personales y por enfermedad se calculan sobre la base del número real de horas que el empleado debía trabajar ese día y se pueden tomar en unidades de una hora.

5.43 Los días personales se usarán para citas con el médico o el dentista, funerales, luto y otras emergencias personales. Se deberá pedir permiso al supervisor antes de usarlos. Estos días NO podrán usarse en lugar de vacaciones.

5.44 Los días personales se acumulan a razón de un día por mes durante los primeros cinco meses de empleo. Los días por enfermedad se acumulan a razón de un día por mes durante los primeros seis meses de empleo. Después de los primeros seis meses, estos podrán utilizarse a medida que se necesiten, sin exceder el límite permitido por año.

5.45 En el caso que el empleado renuncie habiendo hecho uso de estos beneficios pero sin haberlos acumulado de antemano, deberá reembolsarlos al CDCC. En este caso se calculará los días que le correspondían a razón de una duodécima (1/12) parte por mes, como se mencionó antes (5.32).

5.46 A fin de año es posible trasladar hasta cinco días por enfermedad para el año siguiente. Los demás días se perderán. Luego de trabajar tres años por la agencia, se podrán trasladar hasta diez días por enfermedad para el año siguiente.

Todos los días personales que no se hayan tomado durante el año se perderán al finalizar el mismo.

5.47 Los días personales y por enfermedad se toman según la necesidad en unidades horarias. No se le pagarán más horas de las que el empleado debía trabajar ese día.

NOTA: La cantidad de días personales o por enfermedad que a un empleado le restan por año, es información disponible para el empleado a través de su director de programa.

5.5 SEGURO MEDICO Y DENTAL CDCC posee un amplio plan de seguro médico y dental. CDCC comparte el costo de afiliación al seguro con el empleado (véase al gerente del personal para conocer los costos exactos). Este seguro es válido después de un mes de trabajo y es exclusivo para el personal de jornada completa. Es responsabilidad del empleado el comunicarse directamente con el gerente del personal si desea afiliarse al seguro médico y dental.

5.51 El ciclo de cobros mensuales del plan "Blue Cross Blue Shield Master Health Plus" empieza con el 25 de un mes y termina con el 24 del próximo. El ciclo de cobros mensuales del seguro "Delta Dental" es del primer día hasta el último día del mes. Por consiguiente:

5.52 EMPLEADOS NUEVOS QUE DESEAN AFILIARSE AL PLAN deben haber trabajado por la agencia al menos cuatro semanas antes de afiliarse al plan de seguros Blue Cross. Las deducciones para el plan médico y dental serán retenidas durante este período. El empleado será matriculado en el plan médico el día 25 del mes. El seguro dental será efectivo el primer día del siguiente mes. Los nuevos empleados recibirán información escrita acerca del seguro médico y dental al comenzar a trabajar. Es responsabilidad del empleado contactar al gerente del personal para llenar los papeles de la matrícula. También le corresponde al empleado leer cuidadosamente la información acerca del seguro para entender lo que cubre y lo que excluye.

5.53 LOS EMPLEADOS QUE CANCELAN SU AFILIACION Si un empleado termina su empleo antes del décimo día del mes, su afiliación al plan Blue Cross terminará el 24 de ese mes y su afiliación al plan Delta Dental terminará el último día de ese mes. Si su empleo termina en o después del décimo día, la afiliación al plan Blue Cross terminará el día 24 del mes siguiente y el plan dental terminará el último día del mes siguiente. Al terminar su empleo, los empleados serán informados por escrito acerca de la opción de mantener su afiliación en el plan grupal a través de CDCC, por un período no mayor a 18 meses, asumiendo el empleado el costo total del seguro. La agencia tiene derecho a cancelar la afiliación sin notificar al empleado, en el caso de que el empleado pague tarde o deje de pagar.

5.6 JURADO En el caso que un empleado deba prestar servicios como Jurado en el Tribunal, contará con una licencia con goce de sueldo por los primeros tres días y sin perder ningún beneficio durante la prestación de servicios.

5.61 Si tiene que servir como Jurado por más de tres días, el Estado le pagará \$50.00 al día después del tercer día. Los pagos recibidos del Estado por el personal, cuyo sueldo normal es mayor a \$50.00 al día, deberán ser entregados a CDCC para ser depositados y luego CDCC le reembolsará su sueldo normal por hasta 15 días.

5.62 El reembolso por más de 15 días debe ser considerado como un caso especial a criterio del gerente de programa y la Directora Ejecutiva.

5.7 REEMBOLSO POR ESTUDIOS Si CDCC requiere que un empleado tome un curso, el costo total del mismo será pagado por la agencia. Otros cursos relacionados con el trabajo del empleado podrán ser reembolsados en su totalidad o parcialmente, dependiendo de la disponibilidad de fondos, y a criterio de la Directora Ejecutiva.

5.8 RETIRO La agencia ofrecerá una cuenta de ahorros a favor del retiro (Simplified Employee Pension) todos los años dependiendo de la disponibilidad de fondos.

5.81 Cualquier dinero pagado al plan depende de la disponibilidad de fondos en el año fiscal que finaliza el 30 de junio de cada año.

5.82 Las contribuciones (en efectivo) al plan se harán alrededor del 31 de diciembre siguiente, y la cantidad acumulada por cada individuo estará basada en un porcentaje de su sueldo por el año calendario.

5.83 La cantidad total en dólares para ser desembolsados en el año fiscal que finaliza el 30 de junio, será determinada en esa misma fecha y desembolsados durante el año que se acaba de terminar, aunque la contribución no será realizada hasta el mes de diciembre siguiente.

5.84 Los requisitos para acceder a este beneficio estipulan que el empleado debe tener por lo menos 21 años de edad.

5.85 El empleado debe haber trabajado por un período de tres años con anterioridad a la fecha de contribución del 31 de diciembre. Si el empleado deja la agencia durante el período entre julio 1 (fecha en que se determina la cantidad del desembolso) y el siguiente 31 de diciembre (fecha en que el beneficio se adjudica a los empleados individuales), el empleado perderá su beneficio de ese año. La cantidad de dinero que hubiera sido adjudicada al empleado retirado será distribuída proporcionalmente entre los restantes empleados que gozan del beneficio.

5.86 En ningún caso la contribución individual podrá ser superior a la máxima permitida por el Código de Entradas Internas, actualmente el 15% del sueldo, hasta un máximo de \$30,000 en la mayoría de los casos.

5.87 No obstante todo lo expuesto con anterioridad, el plan puede ser suspendido en cualquier momento por decisión de la Junta de Directores.

5.9 CUIDADO DE NINOS Serán tenidos en consideración todos los pedidos de cuidado de niños dentro de la agencia. Sin embargo, este servicio no puede garantizarse a todos los empleados y será otorgado según la capacidad de la agencia para cumplir con dicho servicio, además de otras circunstancias.

5.91 Los niños no podrán ser asignados en clases que sean supervisadas por uno de sus padres.

5.92 Ningún empleado del plantel administrativo puede tener a sus niños dentro de un programa que ellos mismos supervisen.

5.93 SUBSIDIO POR CUIDADO INFANTIL La capacidad de la agencia para subsidiar el cuidado de niños, dependerá de sus recursos financieros. Los empleados serán notificados cada año sobre la disponibilidad de este servicio.

5.94 Cualquier empleado que solicita este beneficio debe ser padre natural o adoptivo, o guardián legal del niño. La información acerca de la elegibilidad y los procedimientos relacionados con este beneficio pueden obtenerse de los gerentes de programa o del gerente de personal.

5.95 Si el subsidio de cuidado de niños va a ser reducido de su nivel actual, se dará la notificación de tal reducción con cuatro semanas de anticipación al personal.

CAPITULO SEIS DIAS FERIADOS

6.0 CDCC observará un mínimo de nueve días feriados legales durante el año, dependiendo de los contratos de la agencia con las agencias de fondos estatales. Los días feriados garantizados no estarán limitados a los siguientes:

Año Nuevo	Día de los Trabajadores
Día de los Muertos por la Patria	Acción de Gracias
Día de la Independencia	Navidad

6.1 Si cualquiera de estos días feriados transcurre durante el período de vacaciones del empleado, el empleado recibirá un día extra de vacaciones.

6.2 Si cualquiera de estos transcurre en un día en que generalmente no se trabaja, la Directora Ejecutiva puede elegir una fecha alternativa para la observación del día feriado.

6.3 DIAS DE SALIDA TEMPRANA Algunas veces la agencia puede pagar al personal por su jornada habitual aunque se requiera trabajar solamente una porción de esa jornada. Esto puede suceder cuando, por causa de un feriado, el número de niños que asitan a los programas es mucho menor de lo normal. En este caso, todo el personal debe presentarse a trabajar, pero el director de programa puede autorizar la salida temprana de algunos empleados. Los directores de programa decidirán, según el programa que dirijan, cuales son los empleados que podrán retirarse temprano. También se reservarán el derecho de pedir al personal que permanezca en su trabajo la jornada completa para finalizar proyectos específicos. Aquellos que permanezcan serán los primeros en salir en el próximo día de salida temprana que se presente en el futuro.

CAPITULO SIETE RENUNCIAS

7.0 Por razones profesionales o personales, los empleados pueden a veces decidir dejar de trabajar para CDCC, acción que implica que el empleado conoce todas sus posibles consecuencias.

7.1 DISPONIBILIDAD DE BENEFICIOS ACUMULADOS Al renunciar voluntariamente el empleado recibirá compensación por cualquier vacación que le corresponda. Terminando sus servicios voluntariamente no podrá ser acreedor a ningún otro beneficio que haya acumulado.

7.2 Al renunciar, el empleado pierde derecho a todos los días personales y por enfermedad que haya acumulado que no haya utilizado. En ese momento se determinará si el empleado ha utilizado cualquier beneficio que no le correspondiera (días de vacación, días personales y por enfermedad). Luego será obligado a pagar a la agencia cualquier tiempo de trabajo que debiese.

7.3 En el caso que el empleado renunciara voluntaria o involuntariamente, debido a una enfermedad crónica, la Directora Ejecutiva podrá elegir otorgarle toda o una parte de la licencia por enfermedad que le correspondiese.

7.4 RENUNCIA El empleado que renuncia debe notificar por escrito la fecha en la cual cesará de trabajar y la razón de la misma.

7.5 Se exige que este aviso se entregue con una anticipación igual al número de semanas de vacaciones anuales que corresponden a su puesto. Para poder obtener el pago correspondiente a las vacaciones y para dejar sentado un buen precedente, se exige que se entregue el aviso con la anticipación requerida. El período de notificación no debe incluir tiempo de vacaciones, a no ser que existan circunstancias extraordinarias y solo entonces a criterio de la Directora Ejecutiva.

7.6 Cuando el empleado dejara de trabajar en la agencia de cuidado infantil, el director de programa debe notificar a la contaduría que el empleado completó satisfactoriamente su trabajo y que es entonces acreedor al sueldo final y al pago correspondiente a las vacaciones.

7.7 Las solicitudes de referencias serán respondidas solamente por el director de programa, gerente de sitio, o la Directora Ejecutiva.

CAPITULO OCHO

AUSENCIAS

8.0 AUSENCIAS GENERALES Las ausencias generales, siempre y cuando sea posible, se deben notificar de antemano. En caso de enfermedad o emergencia, el empleado debe notificar directamente al director de programa o supervisor designado. El personal que trabaja directamente con los niños debe llamar por lo menos con un hora de anticipación a su horario habitual.

8.1 DIAS PERSONALES Según el reglamento de la agencia, los empleados podrán hacer uso de un máximo de cinco días laborales en un año de trabajo en caso de enfermedad o muerte familiar, luto, citas con el médico o dentista, feriados religiosos y emergencias, como fueron descriptos anteriormente (ver 5.42).

8.20 AUSENCIAS POR ENFERMEDAD Las personas empleadas por la agencia en jornada completa tienen derecho a diez días pagos anuales con licencia por enfermedad. Tal licencia por enfermedad cubrirá todos los problemas de salud que ocurran durante el año de servicio, ya sean ocasionales o prolongados.

8.21 En todos los casos en que un empleado vaya a faltar por dos semanas consecutivas o mas, deberá pedir a su médico que envíe una constancia al director de programa, antes de finalizar la segunda semana, indicando el diagnóstico, pronosis, recomendaciones del médico y la fecha probable de regreso al trabajo. El pago correspondiente a los días de enfermedad no se otorgará si no se cumple este requisito y es aprobado por la Directora Ejecutiva.

8.22 Hasta cuatro meses se pueden tomar en forma de ausencia licenciada, durante la cual se puede hacer uso de los días acumulados por enfermedad, días personales y de vacación. Los beneficios serán acumulados durante cualquier período pagado, pero no durante una licencia sin pago. Al volver a trabajar, el aumento anual por el costo de vida será atrasado por el número de semanas sin pago que se hayan tomado. Durante el período de cuatro meses, la agencia continuará su contribución al seguro médico del empleado, y no se afectará la antigüedad del empleado. Al terminar los cuatro meses de licencia por enfermedad, cualquier empleado que necesite licencia adicional sin pago, debe obtener autorización de la Directora Ejecutiva. Todos los beneficios y la antigüedad serán suspendidos desde entonces.

8.23 LICENCIA POR MATERNIDAD/PATERNIDAD Cuando sea necesaria una licencia por maternidad/paternidad, por nacimiento o por adopción, el empleado podrá hacer uso de sus vacaciones, días de licencia por enfermedad y días personales. Se otorgarán hasta cuatro meses de licencia adicional sin pago. Durante este período de cuatro meses, la agencia solamente continuará su contribución al seguro médico del empleado. Los beneficios serán acumulados durante cualquier período de vacación o licencia por enfermedad pagados, pero no durante el período sin pago. Al regresar al trabajo, el aumento anual por el costo de vida será atrasado por el número de semanas sin pago que el empleado haya tomado. Al terminar los cuatro meses, se podrá extender la licencia por un mes mas bajo circunstancias extraordinarias, relacionadas sobretudo con la salud, y estará a criterio de la Directora Ejecutiva. Durante esta extensión, el individuo debe costear completamente su seguro médico. La antigüedad no será afectada por el uso de esta licencia.

8.24 COMPENSACION AL TRABAJADOR Cualquier empleado que cumpla con los requisitos para una licencia con compensación puede elegir utilizar sus horas de beneficio y horas sin pago hasta que el fondo de compensación al trabajador empiece a cubrirle. Los beneficios seguirán acumulándose durante el período en el cual el empleado reciba pago por beneficios o compensación del fondo. La antigüedad no será afectada durante este período.

8.25 LICENCIAS GENERALES para obtener licencia de cualquier naturaleza los empleados deberán llenar una solicitud, con anticipación, y entregarla a los directores de programa. Deberán indicar el motivo de la ausencia, la duración esperada y la fecha esperada de regreso. Los empleados deben obtener permiso de los directores de programa para tomar cualquier tipo de licencia, que abarque de un día a un tiempo considerable sin pago. Antes de concederla se analizarán varios aspectos tales como la antigüedad del individuo, la responsabilidad del mismo con respecto a su trabajo y las necesidades y exigencias del programa. Los empleados a quienes se les conceda el goce de la licencia se comprometerán a reintegrarse al CDCC al término de la misma. Después de cualquier período de más de 10 días sin pago en un año calendario, se suspenderá la acumulación de beneficios, la revisión de sueldo y la antigüedad.

8.26 ACUSACIONES POR ABUSO Y NEGLIGENCIA El empleado será suspendido en el caso de ser acusado de haber cometido un acto de abuso y/o negligencia institucional, si la acusación resulta en el trámite del formulario 51A.

Durante el período de suspensión el empleado seguirá acumulando beneficios y recibiendo su sueldo hasta que la investigación se complete por el Departamento de Servicios Sociales.

Si la acusación no es comprobada por la investigación, la Directora Ejecutiva tiene derecho a continuar el período de suspensión. Durante ese período, los directores de la agencia deberán implementar su propia investigación. Al concluir tal investigación, la Directora Ejecutiva está obligada a reintegrar el empleado o a proceder con el despido involuntario del empleado. El empleado será avisado de que tiene derecho a iniciar el paso cuatro del procedimiento por agravio.

Si la acusación fuera comprobada el empleado será despedido de acuerdo a los procedimientos enumerados en la sección acerca del despido y los procedimientos por agravio estarán a disposición del empleado. Si la acusación fuera comprobada, un informe escrito confidencial del incidente y su resultado se adjuntará al legajo del empleado.

CAPITULO NUEVE ADMINISTRACION DE SALARIOS

9.0 La extensión de los sueldos está establecida de acuerdo a cada clasificación o puesto de trabajo.

El sueldo inicial de cada empleado, dentro de su clasificación, depende de su preparación y experiencia, en relación a las exigencias del puesto que ocupe.

9.1 Es política de CDCC el dar un aumento anual a cada empleado. Esto depende de la disponibilidad de fondos y debe ser aunciado al personal no mas tarde de septiembre del corriente año fiscal.

9.2 En el caso de que los aumentos de sueldo se estén dando y el empleado haya tenido un ascenso durante el año, tal empleado recibirá el aumento en el día de su aniversario de ingreso, no obstante la fecha del ascenso.

CAPITULO DIEZ

CONSIDERACIONES GENERALES

10.0 EMPLEO Y ASCENSOS DE INDIVIDUOS RELACIONADOS POR LAZOS FAMILIARES El supervisor de un puesto que se encuentra vacante no podrá emplear a un miembro de su familia para el mismo.

10.1 RELACIONES PERSONALES ENTRE EMPLEADOS Las relaciones personales entre empleados no son motivo en sí para descalificar a estos individuos para seguir dentro del programa o de la agencia. Sin embargo, si la relación interfiriera con el cumplimiento de las responsabilidades del trabajo, tales individuos estarán expuestos a todas las medidas disciplinarias aplicables incluyendo el despido con causa. Las condiciones de empleo y ascensos que se usan en el caso de empleados relacionados por lazos familiares también tendrán vigencia cuando se trate de las relaciones personales.

10.2 TRANSFERENCIAS DENTRO DE LA AGENCIA Los empleados que sean transferidos de un puesto al otro podrán mantener y acumular los beneficios correspondientes. Sin embargo, ellos podrán estar sometidos a un período inicial de prueba. Las fechas de revisión de sueldo se trasladarán a las fechas del nuevo nombramiento, pero los beneficios serán efectivos en la fecha en la cual el empleado originalmente comenzó a trabajar para la agencia.

10.3 REGISTRO DE ASISTENCIA Se mantendrá un registro de asistencia en cada sitio de trabajo. Este registro reflejará como mínimo las horas de llegada y salida de cada empleado asignado a ese sitio. Se exige que cada empleado registre sus datos diariamente. Una ausencia no explicada se cargará como día de vacación.

10.4 VIATICOS - REEMBOLSO POR GASTOS DE TRANSPORTE Está autorizado el reembolso por gastos de transporte relacionado con el trabajo, si se haya hecho uso del vehículo propio, con la autorización del director de programa. El reembolso no debe exceder la suma de \$0.18 por milla. El costo total de estacionamiento y peaje es reembolsable si se proveen recibos de verificación.

10.5 REGLAMENTO CONTRA EL HOSTIGAMENTO Se declara que todos los empleados de Community Day Care Center of Lawrence, Inc. deberán tener la oportunidad de gozar de un ambiente de trabajo libre de discriminación y hostigamento.

Este reglamento se refiere a, pero no es limitado a, hostigamento en las siguientes áreas: (1) edad, (2) raza, (3) color, (4) origen nacional, (5) religión, (6) sexo, (7) estado civil, (8) incapacidad física y (9) estatus de veterano. El hostigamento incluye la exhibición o circulación de materiales escritos o fotográficos degradantes a ambos sexos, o a los grupos raciales, étnicos o religiosos y a abusos verbales o insultos dirigidos a, o hechos en presencia de miembros de grupos raciales o étnicos minoritarios.

El hostigamento también se refiere al comportamiento que es personalmente ofensivo, afecta a la moral e interfiere con la eficacia en el trabajo del empleado. Ninguna clase de hostigamento de un empleado hacia otro/s será tolerada, sin importar cual sea su relación de trabajo.

El hostigamento sexual incluye insinuaciones sexuales no correspondidas, pedidos de favores sexuales y cualquier otra conducta ofensiva verbal o física que tenga naturaleza sexual. El hostigamento sexual deteriora la relación profesional creando un ambiente de trabajo intimidante, hostil u ofensivo y no será tolerado.

Para cumplir con su obligación de mantener un ambiente de trabajo positivo y fructífero, los gerentes y supervisores deben detener cualquier clase de hostigamento del cual estén concientes, enfatizando el reglamento de la agencia, y cuando sea necesario, tomando medidas disciplinarias más directas.

10.6 PROCEDIMIENTO DE QUEJAS Los individuos que creen haber sido objeto de hostigamiento por un colega o supervisor, deben comunicarle claramente al ofensor que tal comportamiento los ofende y deben llevar el asunto inmediatamente a la atención del director de programa o gerente de sitio.

Los individuos que desean hablar con el personal directivo fuera de su propio director de programa, pueden solicitar una reunión con la Directora Ejecutiva, quien hará su propia investigación independiente acerca de cualquier alegación y los resultados de la investigación serán reconsiderados con el empleado dentro de los diez días siguientes a su demanda. Es importante que los empleados que sienten que hayan sido hostigados reporten estos incidentes a los superiores.

Cualquier persona que se determine haya participado en cualquier tipo de hostigamiento será sujeto a medidas disciplinarias, incluyendo el despido de acuerdo a los reglamentos de prueba y despido especificados en este manual de Reglamento para el Personal.

APENDICE I: IGUALDAD DE OPORTUNIDADES EN EL EMPLEO/ACCION AFIRMATIVA.
ESTATUTO LEGAL Y PLAN DE ACCION AFIRMATIVA

Community Day Care Center of Lawrence, Inc. es mandado y autorizado por ley a garantizar la igualdad de tratamiento para todos aquellos que necesiten de sus servicios o busquen oportunidades de empleo y ascensos. No será tolerada la discriminación en base a raza, credo, afiliación política, color, sexo, origen nacional, edad, impedimento físico o estado civil. La meta final es que el personal de esta organización refleje la presencia proporcional de los distintos grupos minoritarios, de ámbos sexos y de personas con impedimentos físicos que compongan la comunidad donde la agencia preste servicios.

Community Day Care Center of Lawrence, Inc. cumplirá con sus responsabilidades legales, morales, sociales y económicas para asegurar Igualdad de Oportunidades en el Empleo/Acción Afirmativa tal como lo autoriza y exige la legislación estatal y federal; los decretos ejecutivos, principios y reglamentos incluyendo los siguientes:

- Decreto Ejecutivo de Massachusetts #74 enmendado por el Decreto # 116
- Massachusetts Architectural Barriers Board Act (Diseños de simple acceso para personas impedidas)
- Decretos Federales Ejecutivos #11246 y #11375 (enmendados)
- Decreto de 1964 sobre los Derechos Civiles (enmendado)
- Decreto de 1963 sobre Igualdad de Pago
- Decreto de 1967 sobre Discriminación en el Empleo por Edad
- Decreto de 1973 de Rehabilitación, sección 504
- Decretos Ejecutivos de Massachusetts #143 y #227

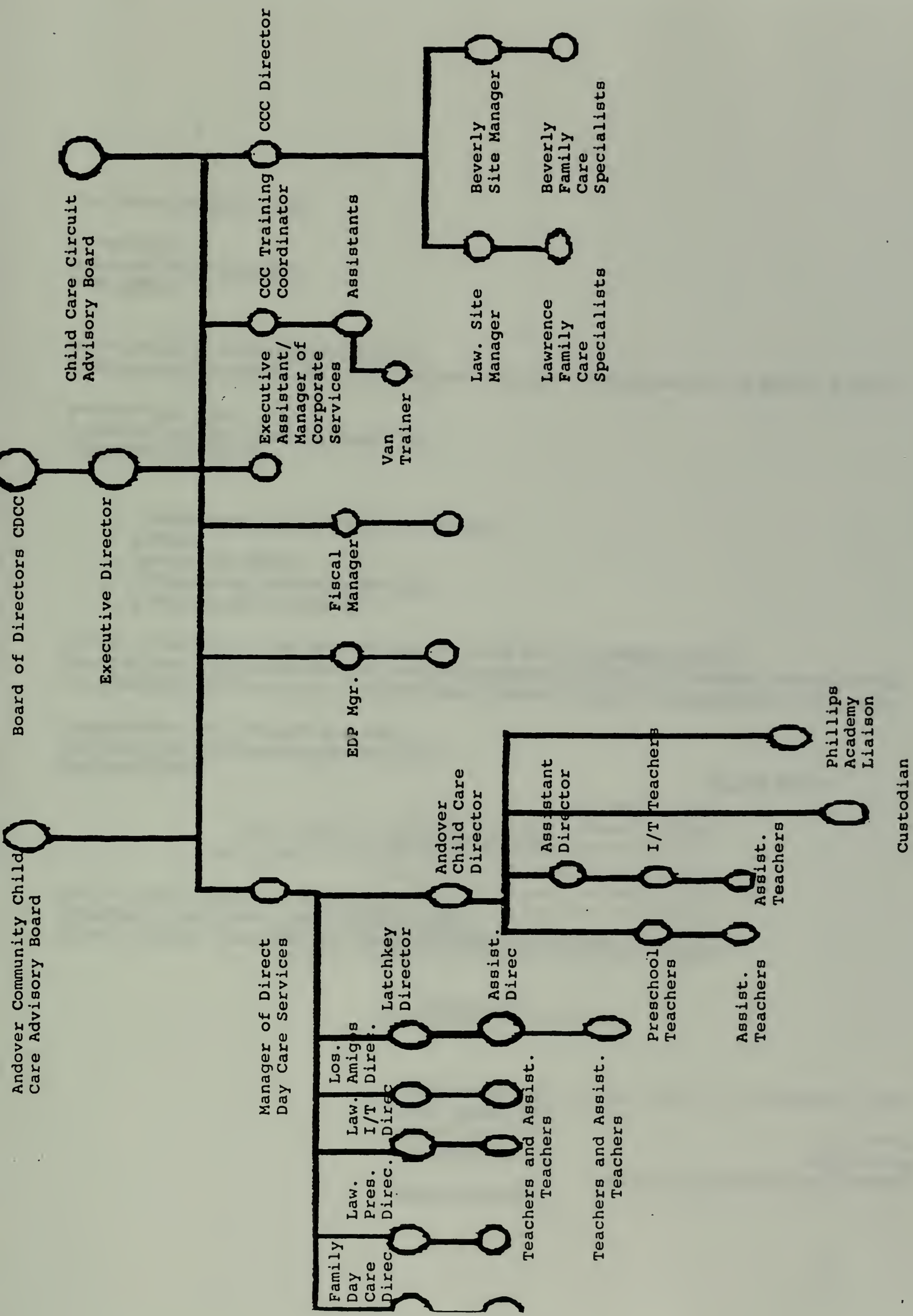
Todos los empleados, sindicatos, subcontratistas y vendedores deberán hacer esfuerzos genuinos y continuados para (1) asegurar igualdad de oportunidades en el empleo para los empleados actuales y futuros, (2) implementar acción afirmativa, tal como lo exige la Ley para corregir los efectos de la discriminación en el empleo y la desigualdad social del pasado.

La responsabilidad para implementar y verificar este Estatuto ha sido comisionada a la Sra. Sheila Balboni, Directora Ejecutiva.

Mas aún, Community Day Care Center of Lawrence, Inc. prohíbe que cualquier empleado o candidato sea sujeto de coerción, intimidación, ingerencia o discriminación por entablar una demanda o tomar parte de una investigación dentro de este programa. Ninguna parte de este estatuto de Igualdad de Oportunidades en el Empleo/Acción Afirmativa se podrá interpretar como incompatible con los decretos judiciales existentes o futuros, siempre y cuando una interpretación consecuente con tales decretos sea razonable.

Sheila Balboni, Directora Ejecutiva

Fecha



*Community Day Care Center of Lawrence, Inc.
Organizational Chart*

SHEILA BALBONI

34 Phillips Street
Andover, MA 01810
(508) 470-0065 (H)
(508) 682-6628 (W)

EDUCATION

Harvard University, Cambridge, MA. Administration, Planning and Social Policy, M'ED.
Framingham State College, Framingham, MA. M'ED.
Newton College, Newton, MA. Political Science, BA.

WORK EXPERIENCE

12/77 to present

Executive Director
Community Day Care Centers/Child Care Circuit
190 Hampshire Street, Lawrence, MA 01840

The Community Day Care Center is a multi-program agency with a budget of \$12,000,000 and a staff of 150 providing day care and consultation as well as resource and referral related services to families, corporations and day care teachers in the North Shore and Merrimack Valley area. This position requires:

- Program Design and Planning
- Supervision and Personnel Management
- Financial Management
- Funding
- Communication, Public Relations and Advocacy

Family Day Care Director
Community Day Care Center of Lawrence, Inc.
Lawrence, MA 01841

Established and directed the Family Day Care System which hires and trains women to do day care in over 40 homes throughout the Greater Lawrence area.

Social Worker
Department of Public Welfare
Norwood, MA

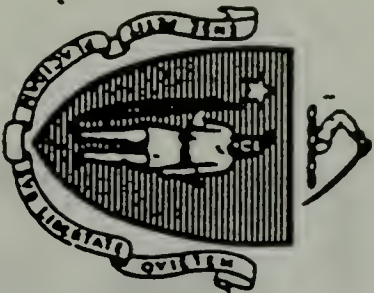
Case worker for AFDC clients.

Administrative Assistant/Public Relations
Boston Globe
Boston, MA

Public relations assistant for various special projects.

AFFILIATIONS AND BOARDS

Massachusetts Association of Day Care Agencies, President
National Association for the Education of Young Children
Massachusetts Association of Human Service Providers
Board of Directors - Professional Center for Handicapped Children
Trustee, Northern Essex Community College
Advisory Committee, Greater Lawrence Vocational-Technical School
Member, Governor's Task Force Day Care Partnership Project
Member, Massachusetts Cultural Council



The Commonwealth of Massachusetts

FORM SEC-1-76

CITY/TOWN OF LAWRENCE

In accordance with the Massachusetts State Building Code, Section 108.15, this

CERTIFICATE OF INSPECTION

is issued to Community Day Care

I Verify that I have inspected the Premises

located at... 73 Prospect Street

in the City of Lawrence

County of Essex Commonwealth of Massachusetts. The means of egress are sufficient for the following

number of persons:

Story	Capacity
1st Floor	180

Story	Capacity
.....

Story	Capacity
.....

Story	Capacity
.....

Story	Capacity
.....

BY PLACE OF ASSEMBLY OR STRUCTURE

Place of Assembly
or Structure

Capacity	Location
.....

.....

Place of Assembly or Structure	Capacity
.....

.....

Certificate Number

August 10, 1993
Date Certificate Issued

August 10, 1994
Date Certificate Expires

[Signature]
Building Official



MILK LICENSE

No. 146

Lawrence
OFFICE OF THE BOARD OF HEALTH

Lawrence, Mass.,

MAY 19 93

License is hereby granted to LATCHKEY PROGRAM/COMMUNITY DAYCARE CENTER INC.
73 PROSPECT ST.

To Sell And/Or Serve Milk Ending May 31, 1994

Paul L. Linn Board of Health

This License shall not be Sold or Transferred and shall be Posted in
a Conspicuous Place

KEVIN J. SULLIVAN
Mayor



RAYMOND H. JOHNSON
Chief of Department

HEADQUARTERS FIRE DEPARTMENT

85 Lowell Street
Lawrence, Massachusetts 01840
784-1234

FIRE DEPARTMENT CERTIFICATE OF INSPECTION

Occupancy LATCHKEY PROGRAM

In accordance with the requirements of Mass. General Laws, Chap 148

NAME COMMUNITY DAY CARE CENTER

Located at 73 PROSPECT STREET

Was inspected on JANUARY 7, 1993 BY L. R. J. HIGGINS
date inspector

I HEREBY ISSUE THIS CERTIFICATE OF INSPECTION:

VIOLATIONS: NONE

RECOMMENDATIONS:

alth

NUMBER

211/94

THE COMMONWEALTH OF MASSACHUSETTS

FEE

N/C

CITY of LAWRENCE

Board of Health

PERMIT TO OPERATE A FOOD ESTABLISHMENT

Permit No.

221

19

93

In accordance with Regulations promulgated under authority of Chapter 94, Section 305A and Chapter 111, Section 5 of the General Laws a Permit is hereby granted to:

Whose place of business is

Type of business and any restrictions

To operate a food establishment in

Permit Expires

Evelyn Burke, Chairwoman

Jose Silva, MD

Stephen D'Amico, DMD

John O'Sullivan

Member of the Board of Health

The Commonwealth of Massachusetts



Be it Known That whereas

Mary Ann Beltracchi
Gwendolyn M. Keller
Pauline Whittemore
Antonia Anderson

Alexander M. Wilson
Laverna Harris
James P. Keller
Demaris Kooker
Herodita F. Ojeda

Donna C. Ellsworth
Genevieve Bergin
Margarita Rivera
J. Oscar Rodriguez

have associated themselves with the intention of forming a corporation under the name of
Community Day Care Center of Lawrence, Inc.

and have complied with the provisions of the Statutes of the Commonwealth in such case made and provided, as appears from the Articles of Organization of said corporation, duly approved by the State Secretary and recorded in this office:

Now, therefore, I, JOHN F. X. DAVOREN, Secretary of The Commonwealth of Massachusetts, Do hereby Certify that said

Mary Ann Beltracchi
Gwendolyn M. Keller
Pauline Whittemore
Antonia Anderson

Alexander M. Wilson
Laverna Harris
James P. Keller
Demaris Kooker
Herodita F. Ojeda

Donna C. Ellsworth
Genevieve Bergin
Margarita Rivera
J. Oscar Rodriguez

their associates and successors are legally organized and established as, and are hereby made an existing corporation as ofOctober 23, 1970.....under the name of

.....Community Day Care Center of Lawrence, Inc.

with the powers, rights and privileges, and subject to the limitations, duties and restrictions, which by law appertain thereto.

Witness my official signature hereunto subscribed, and the Great Seal of The Commonwealth of Massachusetts hereunto affixed, thiseighth.....day of December..... in the year of our Lord one thousand nine hundred and seventy.....



John F. X. Davoren
Secretary of the Commonwealth
Archie D. Dickerson
Deputy Secretary

The Commonwealth of Massachusetts

KEY: JOHN F. X. DAVOREN
Secretary of the Commonwealth

STATE HOUSE
BOSTON, MASS.

ARTICLES OF ORGANIZATION

We, Mary Ann Beltracchi, President, Alexander Wilson, Treasurer,
Donna C. Ellsworth, Clerk or Secretary, and Alexander Wilson,
Gwendolyn M. Keller, Laverna Harris, Genevieve Bergin, Pauline Whittemore,
James P. Keller, Margarita Rivera, Antonia Anderson, Demaris Kooker,
J. Oscar Rodriguez, Herodita F. Ojeda.

being a majority of the directors (or officers having the power of directors)

of Community Day Care Center of Lawrence, Inc.

elected at its first meeting, in compliance with the requirements of General Laws, Chapter 180, Section 3, hereby certify that the following is a true copy of the agreement of association to form said corporation, with the names of the subscribers thereto:

We, whose names are hereto subscribed, do, by this agreement, associate ourselves with the intention of forming a corporation under the provisions of General Laws, Chapter 180.

The name by which the corporation shall be known is

Community Day Care Center of Lawrence, Inc.

The location of the principal office of the corporation in Massachusetts is to be the Town or

City of Lawrence Street 2 Wyman Street

The purposes for which the corporation is formed are as follows:

To conduct a day care center for working mothers of indigent, low income or welfare families, and others in order to provide the mothers an opportunity to work and to simultaneously give instruction, health care and meals to the children cared for.

(If seven days' notice is waived, fill in the following waiver.)

We hereby waive all the requirements of the General Laws of Massachusetts for notice of the first meeting for organization, and appoint 15 day of October, 1970, at 8 o'clock P.M., at 2 Wyman Street, Lawrence

as the time and place for holding such first meeting.

IN WITNESS WHEREOF we hereto sign our names, this 15 day of October, 1970.

(Type or plainly print the name and address of each incorporator in space below.)

NAME	RESIDENCE Give Number and Street, City or Town
Mary Ann Beltracchi	10 Bannister Road, Andover, Mass.
Gwendolyn M. Keller	127 Glencrest Drive, North Andover, Mass.
Laverna Harris	705 Salem Road, Dracut, Mass.
Genevieve Bergin	6 Houston Avenue, Methuen, Mass.
Pauline Whittemore	17 Woodland Street, Methuen, Mass.
James P. Keller	127 Glencrest Drive, North Andover, Mass.
Margarita Rivera	3½ Jackson Terrace, Lawrence, Mass.
Antonia Anderson	550 Haverhill Street, Lawrence, Mass.
Demaris Kooker	666 Great Pond Road, North Andover, Mass.
Alexander M. Wilson	26 Cheever Circle, Andover, Mass.
J. Oscar Rodriguez	513 Haverhill Street, Lawrence, Mass.
Herodita F. Ojeda	250 Elm Street, Lawrence, Mass.
Donna C. Ellsworth	36 Linwood Road, Andover, Mass.

LEAVE THIS SPACE BLANK FOR BINDING

The name, residence, and post office address of each of the officers of the corporation is as follows:

	NAME	CITY OR TOWN OF RESIDENCE <small>Actual place of domicile must be given</small>	POST OFFICE ADDRESS <small>HOME OR BUSINESS</small>
President	Mary Ann Beltracchi,	10 Bannister Road,	Andover, Mass.
Treasurer	Alexander W. Wilson,	20 Wellington Street,	Methuen, Mass.
Clerk Secretary	Donna C. Ellsworth,	36 Linwood Road,	Andover, Mass.

Directors (or officers having the power of directors)

Mary Ann Beltracchi, Gwendolyn M. Keller, Laverna Harris, Genevieve Bergin, Pauline Whittemore, James P. Keller, Margarita Rivera, Antonia Anderson, Demaris Kooker, Alexander M. Wilson, J. Oscar Rodriguez Herodita F. Ojeda, Donna C. Ellsworth,

LEAVE THIS SPACE BLANK FOR BINDING

We, being a majority of the directors of Community Day Care Center of Lawrence, Inc.
(Name of Corporation)

do hereby certify that the provisions of sections eight and nine of Chapter 156 relative to the calling and holding of the first meeting of the corporation, and the election of a temporary clerk, the adoption of by-laws and the election of officers have been complied with.

IN WITNESS WHEREOF AND UNDER THE PENALTIES OF PERJURY, we hereto sign our names,

this 15 day of October, 19 70.

(President, Treasurer, Clerk or Secretary, and majority of Directors or of Board, sign in space below.)

Mary Ann Beltracchi
Gwendolyn M. Keller
Laverna Harris
Genevieve Bergin
Pauline Whittemore
James P. Keller
Margarita Rivera
Antonia Anderson
Demaris Kooker
Alexander W. Wilson
J. Oscar Rodriguez

Herodita F. Ojeda
Donna C. Ellsworth

10432

RECEIVED

THE COMMONWEALTH OF MASSACHUSETTS

OCT 23 1970

CORPORATION DIVISION
SECRETARY'S OFFICE

ARTICLES OF ORGANIZATION
GENERAL LAWS, CHAPTER 180

RECEIVED
\$25 CK.

OCT 23 1970

CORPORATION DIVISION
SECRETARY'S OFFICE

I hereby certify that, upon an examination of the within-written articles of organization, duly submitted to me, it appears that the provisions of the General Laws relative to the organization of corporations have been complied with, and I hereby approve said articles and cause them to be recorded and filed when validated.

John F. Davenport
Secretary of the Commonwealth

CHARTER TO BE SENT TO
Richard M. Sullivan
181 Lowell Street
Andover, Mass.

CHARTER MAILED
DELIVERED

NOTIFICATION SENT TO

Richard M. Sullivan

Andover
Davenport
Lawrence
McMahon
7/11/70 Andover 11-3-70
YH

District Director

Internal Revenue Service

Date:

JAN 23 1973

In reply refer to:

AU:EO:RM

Community Day Care Center of Lawrence,
Inc.
2 Wyman Street,
Lawrence, Mass. 01841

Gentlemen:

Based on information supplied, and assuming your operations will be as stated on your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 509(a)(2).

You are not liable for social security (FICA) taxes unless you file a waiver exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes under sections 2055, 2106, and 2522 of the Code.

If your purposes, character, or method of operation is changed, you must let us know so we can consider the effect of the change on your exempt status. Also, you must inform us of all changes in your name or address.

If your gross receipts each year are normally more than \$5,000, you are required to file Form 990, Return of Organization Exempt From Income Tax, by the 15th day of the fifth month after the end of your annual accounting period. The Code imposes a penalty of \$10 a day, up to a maximum of \$5,000 for failure to file a return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Please keep this determination letter in your permanent records.

Sincerely yours,

William E. Williams

WILLIAM E. WILLIAMS
District Director

CERTIFICATE OF EXEMPTION

Certification is hereby made that the organization herein named is an exempt purchaser under General Laws, Chapter 64H, Sections 6(d) and (e). All purchases of tangible personal property by this organization are exempt from taxation under said chapter to the extent that such property is used in the conduct of the business of the purchaser. Any abuse or misuse of this certificate by any tax-exempt organization or any unauthorized use of this certificate by any individual constitutes a serious violation and will lead to revocation. Willful misuse of this Certificate of Exemption is subject to criminal sanctions of up to 1 year in prison and \$10,000 (\$50,000 for corporations) in fines. (See reverse side).

**COMMUNITY DAY CARE CTR
190 HAMPSHIRE 3FL
LAWRENCE**

01840

MA

EXEMPTION NUMBER E

042-473-133

ISSUE DATE

01/04/94

CERTIFICATE EXPIRES ON

01/04/99

NOT ASSIGNABLE OR TRANSFERABLE

COMMISSIONER OF REVENUE

MITCHELL ADAMS

CHARTER APPLICATION: PART III

16. CODE OF CONDUCT:

16a. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.

16b. Describe your school's policies regarding student expulsion and suspension.

Rules and guidelines governing student behavior will be based in the following beliefs:

- *Each individual (student, teacher, administrator and parent) has a right to be treated with respect at all times, even if there are opposing points of view.*
- *Each individual has a right to be in a climate of physical and emotional safety.*
- *Each individual has a right to be viewed as a valued, contributing member of our community of learners.*
- *Each individual has a personal responsibility and investment in making sure that these rights are supported in our learning environment.*
- *Each individual must clearly understand the values and expectations set forth by our Code of Conduct, and any natural or logical consequences that will be outcomes of a breach of this code.*

We will develop this Code of Conduct together as a community of learners. General school standards will be set forth by administrators, teachers, parents and students. These standards will be discussed in each classroom with clear delineation given to "cause and effect" (i.e., If this happens...then you can expect this to follow.). After this process, the standards will be clearly posted throughout the school.

Standards for the following areas will be included in the "Code of Conduct":

- Personal behavior and citizenship:
 - *being respectful*
 - *using courtesy*
 - *assuming responsibility*
 - *being honest*
 - *using good sportsmanship*

- The code of conduct relating to behavior will apply in the following group situations:
 - *being a good audience*
 - *eating in the cafeteria*
 - *traveling in the bus*
 - *going on field trips*
 - *doing community service*
 - *playing on the playground*
 - *participating in team sports*

It is our belief that children need the security of knowing that the adults are in control and have the knowledge and skills necessary to support children. Children will learn skills related to the development of self control, conflict resolution, problem solving and respect for others.

We will support this effort through staff development and education in these areas and by modelling appropriate responses to children. We will allow adequate time for group meetings and individual discussions within the school community for the purposes of processing issues and concerns as they arise.

We will engage support from the family in formulating strategies to address individual needs. We will refer families to community resources which will help them in the resolution of problematic issues.

We fully expect that in dealing with the complex issues of today's families and society, there will be individuals who will need additional supports and services to be able to function as a member of a group. We will work with a psychologist, social worker and psychoeducational consultant to assess each situation and to help our community develop an appropriate response.

If we find that our strategies and resources are not sufficient to create success for the student in our learning environment, we will work with the family to find a more appropriate educational setting.

We are committed to providing a safe learning environment and will ask a student to leave if we feel their presence is a threat to the well being of other students. We will not tolerate weapons, drugs, sexual or racial harassment within our school.

17. SPECIAL NEEDS STUDENTS:

Describe how your school will accommodate special needs students.

We believe that most children learn best when they are included in regular classroom settings and are supported by individualized attention to their special needs. Our approach will include developing strategies for discovering the learning styles and strengths of individual children and reinforcing and supporting their special needs in the context of those strengths.

It is our hope to establish a support team consisting of a psychologist, special needs teacher and social worker. Occupational therapy, speech therapy and neurological services will be accessed through referrals to resources such as Children's Hospital and the Lawrence Special Education Department.

Our goal is not simply to test, label and refer children but to develop policies and procedures which support their success in the classroom. Our experience in the community provides us with excellent resources to draw from in the areas of educational psychology and child psychology. We will hire specialized consultants for individual children.

Our school community will develop a perspective that is informed by an awareness and sensitivity to special needs and disabilities.

18. FUNDING

- 18a. Devise a start-up budget covering the planning stage before school opening.**
- 18b. Devise a 5-year budget covering projected income and planned expenditures.**
- 18c. Include all sources of anticipated income, including per pupil tuition and private or public grants.**

The following pages reflect the projections and assumptions we made in developing our five-year business plan. The reports and schedules included are as follows:

1 of 11	Projected Five-Year Budget
2 of 11	Projected Start-Up Costs for 1994-1995
3 of 11	Projected Before/After school Program Five Year Budget
4 of 11	Projected Summer Program Five-Year Budget
5 of 11	Schedule of Revenue Assumptions
6&7 of 11	Schedule of Personnel Expense Assumptions
8 of 11	Schedule of Other Expense Assumptions
9 of 11	Schedule of Before/After School Day Care Assumptions
10 of 11	Schedule of Summer Program Assumptions
11 of 11	Year Two Start-Up Costs 1995-1996

The projected five year budget assumes our program will be located at the Prospect Street location which is detailed on page eighty-six.

Although we based our financial projections on the current per pupil reimbursement for Lawrence, we strongly support the proposal of a Foundation Budget (\$5,500 minimum district budget) that is currently under consideration by the State Legislature. The additional money would allow our school to offer an outstanding program with less financial support from Community Day Care of Lawrence, Inc.

The Before/After school and Summer programs will be operated independently of the school program. We have included the financials to show our intention to offer these programs to students at our school. Any revenue shortfalls in the two programs will be supplemented by donations from local Foundations and private organizations. Proposed day care tuitions are at a rate affordable for most low income families. However, for those who find this rate prohibitive, we will offer scholarships.

COMMUNITY DAY CHARTER SCHOOL
PROJECTED FIVE YEAR BUDGET
FEBRUARY 15, 1994

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>
SCHOOL REVENUES					
Regular Education Revenue	\$504,000	\$602,000	\$623,000	\$644,000	\$665,000
Bureau of Nutrition Revenue	81,528	97,969	100,909	103,936	107,054
Gifts	0	0	0	0	0
TOTAL REVENUES	\$585,528	\$699,969	\$723,909	\$747,936	\$772,054
EXPENSES					
Salaries:					
Lead Teachers	\$150,000	\$180,250	\$185,658	\$191,227	\$196,964
Assistant Teachers	28,800	37,080	38,192	39,338	40,518
Interns (In-Kind)	0	0	0	0	0
Substitutes	7,500	7,725	7,957	8,195	8,441
Director	45,000	46,350	47,741	49,173	50,648
Administrative Assistant	8,600	8,858	9,124	9,397	9,679
Kitchen Services	18,813	19,377	19,958	20,557	21,174
Custodial Services	13,000	13,390	13,792	14,205	14,632
Total Salaries:	271,713	313,030	322,421	332,093	342,056
Total Taxes & Benefits	66,953	77,253	79,571	81,958	84,417
Athletic Specialist	6,000	7,416	7,638	7,868	8,104
Arts Specialist	6,000	7,416	7,638	7,868	8,104
Music Specialist	6,000	7,416	7,638	7,868	8,104
Social Worker Consultant	7,500	7,725	7,957	8,195	8,441
Educational Consultant	9,525	9,751	9,983	10,223	10,469
Instructional Supplies	12,000	14,420	14,853	15,298	15,757
Instructional Equipment	See STARTUP	1,200	1,200	1,200	1,200
Athletics Supplies	See STARTUP	500	300	300	300
Arts Supplies	See STARTUP	500	300	300	300
Music Supplies	See STARTUP	500	300	300	300
Health Supplies	500	500	500	500	500
Field Trips	4,200	5,047	5,198	5,354	5,515
Kitchen Supplies	12,000	12,360	12,731	13,113	13,506
Food Costs	81,528	97,969	100,909	103,936	107,054
Staff Development	5,000	5,000	5,000	5,000	5,000
Utilities	9,919	10,217	10,523	10,839	11,164
Community Events	4,000	4,120	4,244	4,371	4,502
Emergency Clothing & Food	2,000	2,000	2,000	2,000	2,000
Telephone	2,400	2,472	2,546	2,623	2,701
Advertising	1,500	1,545	1,591	1,639	1,688
Office Supplies	1,500	1,545	1,591	1,639	1,688
Alterations and Repairs	12,000	12,360	12,731	13,113	13,506
Insurance	10,000	10,300	10,609	10,927	11,255
Depreciation	12,946	13,866	13,866	13,866	13,866
Rent	15,000	15,000	15,000	15,000	15,000
Administrative Services (In-Kind)	75,600	90,300	93,450	96,600	99,750
TOTAL EXPENSES	\$635,784	\$731,728	\$752,289	\$773,990	\$796,248
LESS IN-KIND EXPENSES	(75,600)	(36,759)	(28,381)	(26,055)	(24,194)
NET OPERATING EXPENSES	560,184	694,969	723,908	747,935	772,054
REV. OVER/(UNDER) NET OP. EXP.	25,344	5,000	0	0	0
LESS START-UP COSTS	(52,900)	(5,000)	0	0	0
EXCESS/(DEFICIT)-SCHOOL	(\$27,556)	\$0	\$0	\$0	\$0
EXCESS/(DEFICIT)-DAYCARE	1,394	1,796	2,209	2,636	3,075
EXCESS/(DEFICIT)-SUMMER	(6,039)	(5,980)	(5,920)	(5,857)	(5,793)
EXCESS/(DEFICIT)-COMBINED	(\$32,201)	(\$4,185)	(\$3,710)	(\$3,221)	(\$2,718)

COMMUNITY DAY CHARTER SCHOOL
PROJECTED START-UP COSTS
FEBRUARY 15, 1994

REVENUE:

START-UP MONEY FROM COMMUNITY DAYCARE OF LAWRENCE, INC.	150,000
TOTAL REVENUE	<u>150,000</u>

<u>EXPENSES</u>	<u>AMOUNT</u>	<u>ITEM DESCRIPTION</u>
ANIMAL CENTER	600	6 rooms @ 100
ART	600	
BLOCKS	2,400	400/CLASS * 6 GRADES
CHALKBOARDS	1,800	\$300 * 6 ROOMS
CLASSROOM SUPPLIES	1,200	200 * 6 ROOMS
COMPUTERS & SUPPLIES	22,000	10 COMPUTERS, 4 PRINTERS, SOFTWARE AND SUPPLIES
DESKS & CHAIRS	4,500	\$75/DESK * 60KIDS
EDUCATIONAL EQUIP	3,500	
HEALTH CURR	600	\$5/CHILD * 120 CHILDREN
HOUSEKEEPING	1,200	3 STATIONS @ 400
KITCHEN TABLES	1,080	12TABLES@ 75/TABLE + 12SETS *15/SET FOR CHAIRS
LANG. CURR. 1,2,3	3,600	3 ROOMS*1200/RM
LANG. CURR. 4,5,6	4,200	3 ROOMS*1400/RM
LIBRARY BOOKS	2,500	
LISTENING STATIONS	600	6 STATIONS @ 100
LITERATURE CORNER	4,800	6 ROOMS * \$800/RM
MANIPULATIVES	1,800	\$15/CHILD * 120KIDS
MATH CURR. 1,2,3	3,200	1ST:850, 2ND:850, 3RD:1500
MATH CURR. 4,5,6	4,500	4TH,5TH,6TH: 1500 EACH
MATS	400	\$20/MAT * 20 KIDS
MUSIC	800	
OUTDOOR EQUIPMENT	12,000	
PERSONAL STORAGE	3,600	30/CHILD
REFERENCE BOOKS	1,000	
SAND TABLES	500	4TABLES @ 125
SCIENCE CENTERS	2,400	6ROOMS @ 400
SOCIAL STUDIES	7,200	200/KIT*6KITS/YR*6 GRADES
SPECIAL RUGS	900	
SPORTS EQUIPMENT	800	
STORAGE	6,000	6ROOMS * 1000
TABLES & CHAIRS	7,350	30/CHAIR * 120 CHAIRS + 18 TABLES @\$200/TABLE
START-UP SALARIES	10,000	
LEASEHOLD IMPROVEMENTS	32,730	
TOTAL EXPENSES	150,000	
NET STARTUP INCOME/LOSS	<u>0</u>	

COMMUNITY DAY CHARTER SCHOOL
BEFORE/AFTER SCHOOL DAYCARE
PROJECTED FIVE YEAR BUDGET
FEBRUARY 15, 1994

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>
DAY CARE					
REVENUE					
Parent Fees	\$86,000	\$88,580	\$91,237	\$93,975	\$96,794
Gifts	0	0	0	0	0
TOTAL DAYCARE REVENUES	\$86,000	\$88,580	\$91,237	\$93,975	\$96,794
EXPENSES					
Salaries:					
Morning Daycare	5,400	5,562	5,729	5,901	6,078
Afternoon Daycare	19,800	20,394	21,006	21,636	22,285
Vacation Daycare	10,890	11,217	11,553	11,900	12,257
Substitutes	7,500	7,725	7,957	8,195	8,441
Administrator	9,675	9,965	10,264	10,572	10,889
Total Salaries:	53,265	54,863	56,509	58,204	59,950
Total Taxes & Benefits	12,341	12,711	13,093	13,486	13,890
Supplies	7,000	7,210	7,426	7,649	7,879
Scholarships	12,000	12,000	12,000	12,000	12,000
TOTAL EXPENSES	\$84,606	\$86,784	\$89,028	\$91,339	\$93,719
EXCESS/(DEFICIT)-DAYCARE	\$1,394	\$1,796	\$2,209	\$2,636	\$3,075

COMMUNITY DAY CHARTER SCHOOL
SUMMER PROGRAM
PROJECTED FIVE YEAR BUDGET
FEBRUARY 15, 1994

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>
SUMMER REVENUE					
Parent Fees	\$48,600	\$50,058	\$51,560	\$53,107	\$54,700
Gifts	0	0	0	0	0
TOTAL SUMMER REVENUES	<u>\$48,600</u>	<u>\$50,058</u>	<u>\$51,560</u>	<u>\$53,107</u>	<u>\$54,700</u>
EXPENSES					
Salaries					
Lead Teacher	\$16,200	\$16,686	\$17,187	\$17,702	\$18,233
Assistant Teacher	13,500	13,905	14,322	14,752	15,194
Total Salaries:	<u>29,700</u>	<u>30,591</u>	<u>31,509</u>	<u>32,454</u>	<u>33,428</u>
Total Taxes & Benefits	3,564	3,671	3,781	3,894	4,011
Educational Supplies	2,000	2,060	2,122	2,185	2,251
Consultation	3,000	3,090	3,183	3,278	3,377
Camping Trip	2,000	2,060	2,122	2,185	2,251
Swim Program	3,000	3,090	3,183	3,278	3,377
Transportation	3,375	3,476	3,581	3,688	3,799
Scholarship	8,000	8,000	8,000	8,000	8,000
TOTAL EXPENSES	<u>\$54,639</u>	<u>\$56,038</u>	<u>\$57,479</u>	<u>\$58,964</u>	<u>\$60,493</u>
EXCESS/(DEFICIT)-SUMMER	<u>(\$6,039)</u>	<u>(\$5,980)</u>	<u>(\$5,920)</u>	<u>(\$5,857)</u>	<u>(\$5,793)</u>

COMMUNITY DAY CHARTER SCHOOL
REVENUE PROJECTIONS
FEBRUARY 15, 1994

REVENUE PROJECTIONS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
REGULAR EDUCATION REVENUE:					
Number of children enrolled:	120	140	140	140	140
<u>X \$/child enrolled</u>	<u>\$4,200</u>	<u>\$4,300</u>	<u>\$4,450</u>	<u>\$4,600</u>	<u>\$4,750</u>
<u>Regular Education Revenue</u>	<u>\$504,000</u>	<u>\$602,000</u>	<u>\$623,000</u>	<u>\$644,000</u>	<u>\$665,000</u>
 BUREAU OF NUTRITION REVENUE:					
(note: this item is completely offset by the expense category: Food.)					
Number of children enrolled:	120	140	140	140	140
X \$ per child per day	\$3.16	\$3.25	\$3.35	\$3.45	\$3.56
<u>X number of school days</u>	<u>215</u>	<u>215</u>	<u>215</u>	<u>215</u>	<u>215</u>
<u>Bureau of Nutrition Revenue</u>	<u>\$81,528</u>	<u>\$97,969</u>	<u>\$100,909</u>	<u>\$103,936</u>	<u>\$107,054</u>
 DAYCARE REVENUE (PARENT FEES):					
Number of children enrolled:	80	80	80	80	80
X \$ per child per day	\$5.00	\$5.15	\$5.30	\$5.46	\$5.63
<u>X number of days</u>	<u>215</u>	<u>215</u>	<u>215</u>	<u>215</u>	<u>215</u>
<u>Parent Fees</u>	<u>\$86,000</u>	<u>\$88,580</u>	<u>\$91,237</u>	<u>\$93,975</u>	<u>\$96,794</u>
 SUMMER DAYCARE REVENUE					
Number of children enrolled:	90	90	90	90	90
X \$ per child per day	\$12.00	\$12.36	\$12.73	\$13.11	\$13.51
<u>X number of days</u>	<u>45</u>	<u>45</u>	<u>45</u>	<u>45</u>	<u>45</u>
<u>Parent Fees</u>	<u>\$48,600</u>	<u>\$50,058</u>	<u>\$51,560</u>	<u>\$53,107</u>	<u>\$54,700</u>

COMMUNITY DAY CHARTER SCHOOL
DETAIL OF PERSONNEL EXPENSES
FEBRUARY 15, 1994

PERSONNEL EXPENSE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
LEAD TEACHER SALARIES					
Base Salary/Teacher	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
X Number of Teachers	6	7	7	7	7
<u>Lead Teacher Salaries</u>	<u>\$150,000</u>	<u>\$180,250</u>	<u>\$185,658</u>	<u>\$191,227</u>	<u>\$196,964</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Lead Teachers</u>	<u>\$37,500</u>	<u>\$45,063</u>	<u>\$46,414</u>	<u>\$47,807</u>	<u>\$49,241</u>
ASSISTANT TEACHER SALARIES					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.55	\$9.83	\$10.13
X Number of hours/week per asst. teach.	20	20	20	20	20
X Number of weeks	40	40	40	40	40
X Number of Assistant Teachers	4	5	5	5	5
<u>Assistant Teacher Salaries</u>	<u>\$28,800</u>	<u>\$37,080</u>	<u>\$38,192</u>	<u>\$39,338</u>	<u>\$40,518</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Asst. Teachers</u>	<u>\$7,200</u>	<u>\$9,270</u>	<u>\$9,548</u>	<u>\$9,835</u>	<u>\$10,130</u>
INTERNS (IN-KIND)					
Number of interns employed	2	2	2	2	2
SUBSTITUTES					
<u>Estimated wages</u>	<u>\$7,500</u>	<u>\$7,725</u>	<u>\$7,957</u>	<u>\$8,195</u>	<u>\$8,441</u>
<u>Taxes & Benefit Percentage</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>
<u>Taxes & Benefit costs-Substitutes</u>	<u>\$900</u>	<u>\$927</u>	<u>\$955</u>	<u>\$983</u>	<u>\$1,013</u>
DIRECTOR					
Salary	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Director</u>	<u>\$11,250</u>	<u>\$11,588</u>	<u>\$11,935</u>	<u>\$12,293</u>	<u>\$12,662</u>
ADMINISTRATIVE ASSISTANT					
Pay rate (\$/hour)	\$10.00	\$10.30	\$10.61	\$10.93	\$11.26
X Number of hours/week per asst.	20	20	20	20	20
X Number of weeks	43	43	43	43	43
X Number of Administrative Assistants	1	1	1	1	1
<u>Administrative Assistant Salaries</u>	<u>\$8,600</u>	<u>\$8,858</u>	<u>\$9,124</u>	<u>\$9,397</u>	<u>\$9,679</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Admin. Asst.</u>	<u>\$2,150</u>	<u>\$2,215</u>	<u>\$2,281</u>	<u>\$2,349</u>	<u>\$2,420</u>
KITCHEN SERVICES (Head Cook)					
Pay rate (\$/hour)	10.00	10.30	10.61	10.93	11.26
X Number of hours/week per head cook	25	25	25	25	25
X Number of weeks	43	43	43	43	43
X Number of Head Cooks	1	1	1	1	1
<u>Head Cook Salaries</u>	<u>10,750</u>	<u>11,073</u>	<u>11,405</u>	<u>11,747</u>	<u>12,099</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Head Cook</u>	<u>2,688</u>	<u>2,768</u>	<u>2,851</u>	<u>2,937</u>	<u>3,025</u>
KITCHEN SERVICES (Asst. Cook)					
Pay rate (\$/hour)	\$7.50	\$7.73	\$7.96	\$8.20	\$8.44
X Number of hours/week per asst.	25	25	25	25	25
X Number of weeks	43	43	43	43	43
X Number of Asst. Cooks	1	1	1	1	1

<u>Asst. Cook Salaries</u>	<u>\$8,063</u>	<u>\$8,304</u>	<u>\$8,554</u>	<u>\$8,810</u>	<u>\$9,074</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Asst. Cook</u>	<u>\$2,016</u>	<u>\$2,076</u>	<u>\$2,138</u>	<u>\$2,203</u>	<u>\$2,269</u>
 <u>Total Kitchen Services Salaries</u>	 <u>\$18,813</u>	 <u>\$19,377</u>	 <u>\$19,958</u>	 <u>\$20,557</u>	 <u>\$21,174</u>
<u>Total Kitchen Services Benefits</u>	<u>\$4,703</u>	<u>\$4,844</u>	<u>\$4,990</u>	<u>\$5,139</u>	<u>\$5,293</u>
 CUSTODIAL SERVICES					
Pay rate (\$/hour)	\$10.00	\$10.30	\$10.61	\$10.93	\$11.26
X Number of hours/week per custodian	25	25	25	25	25
X Number of weeks	52	52	52	52	52
<u>X Number of Custodians</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Custodian Salaries</u>	<u>\$13,000</u>	<u>\$13,390</u>	<u>\$13,792</u>	<u>\$14,205</u>	<u>\$14,632</u>
 <u>Taxes & Benefit Percentage</u>	 <u>25.00%</u>	 <u>25.00%</u>	 <u>25.00%</u>	 <u>25.00%</u>	 <u>25.00%</u>
<u>Taxes & Benefit costs-Custodians</u>	<u>\$3,250</u>	<u>\$3,348</u>	<u>\$3,448</u>	<u>\$3,551</u>	<u>\$3,658</u>
 ATHLETICS SPECIALIST					
Pay rate (\$/hour)	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88
X Number of hours/week per specialist	10	12	12	12	12
X Number of weeks	40	40	40	40	40
<u>X Number of Specialists</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Athletic Specialist Costs</u>	<u>\$6,000</u>	<u>\$7,416</u>	<u>\$7,638</u>	<u>\$7,868</u>	<u>\$8,104</u>
 <u>Taxes & Benefit Percentage</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>
<u>Taxes & Benefit costs-Specialist</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
 ARTS SPECIALIST					
Pay rate (\$/hour)	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88
X Number of hours/week per specialist	10	12	12	12	12
X Number of weeks	40	40	40	40	40
<u>X Number of Specialists</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Arts Specialist Costs</u>	<u>\$6,000</u>	<u>\$7,416</u>	<u>\$7,638</u>	<u>\$7,868</u>	<u>\$8,104</u>
 <u>Taxes & Benefit Percentage</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>
<u>Taxes & Benefit costs-Specialist</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
 MUSIC SPECIALIST					
Pay rate (\$/hour)	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88
X Number of hours/week per specialist	10	12	12	12	12
X Number of weeks	40	40	40	40	40
<u>X Number of Specialists</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Music Specialist Costs</u>	<u>\$6,000</u>	<u>\$7,416</u>	<u>\$7,638</u>	<u>\$7,868</u>	<u>\$8,104</u>
 <u>Taxes & Benefit Percentage</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>	 <u>0.00%</u>
<u>Taxes & Benefit costs-Specialist</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
 SOCIAL WORKER CONSULTANT					
<u>Estimated Costs</u>	<u>\$7,500</u>	<u>\$7,725</u>	<u>\$7,957</u>	<u>\$8,195</u>	<u>\$8,441</u>
 EDUCATIONAL CONSULTANT					
Pay rate (\$/hour)	\$35.00	\$36.05	\$37.13	\$38.25	\$39.39
X Number of hours/week per specialist	5	5	5	5	5
X Number of weeks	43	43	43	43	43
X Number of Consultants	1	1	1	1	1
<u>+ additional projects costs</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>
<u>Education Consultant Costs</u>	<u>\$9,525</u>	<u>\$9,751</u>	<u>\$9,983</u>	<u>\$10,223</u>	<u>\$10,469</u>
 TOTAL TAXES & BENEFITS EXPENSE	 <u>\$66,953</u>	 <u>\$77,253</u>	 <u>\$79,571</u>	 <u>\$81,958</u>	 <u>\$84,417</u>

COMMUNITY DAY CHARTER SCHOOL
DETAIL OF OTHER EXPENSES
FEBRUARY 15, 1994

OTHER EXPENSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INSTRUCTIONAL SUPPLIES					
<u>Estimated Costs (\$/child)</u>	\$100	\$103	\$106	\$109	\$113
<u>X Number of children</u>	120	140	140	140	140
<u>Instructional Supplies</u>	\$12,000	\$14,420	\$14,853	\$15,298	\$15,757
INSTRUCTIONAL EQUIPMENT					
<u>Estimated Costs</u>	See STARTUP	\$1,200	\$1,200	\$1,200	\$1,200
ATHLETICS EXPENDITURES					
<u>Estimated Costs</u>	See STARTUP	\$500	\$300	\$300	\$300
ARTS EXPENDITURES					
<u>Estimated Costs</u>	See STARTUP	\$500	\$300	\$300	\$300
MUSIC EXPENDITURES					
<u>Estimated Costs</u>	See STARTUP	\$500	\$300	\$300	\$300
HEALTH SUPPLIES					
<u>Estimated Costs</u>	\$500	\$500	\$500	\$500	\$500
FIELD TRIPS					
<u>Estimated Costs (\$/child)</u>	\$35	\$36	\$37	\$38	\$39
<u>X Number of children</u>	120	140	140	140	140
<u>Field Trips</u>	\$4,200	\$5,047	\$5,198	\$5,354	\$5,515
KITCHEN SUPPLIES					
<u>Estimated Costs</u>	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
FOOD COSTS					
Net result of zero when combined with BON revenue.	\$81,528	\$97,969	\$100,909	\$103,936	\$107,054
STAFF DEVELOPMENT					
<u>Estimated Costs</u>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
UTILITIES					
<u>Estimated Costs</u>	\$9,919	\$10,217	\$10,523	\$10,839	\$11,164
COMMUNITY EVENTS					
<u>Estimated Costs</u>	\$4,000	\$4,120	\$4,244	\$4,371	\$4,502
TELEPHONE					
<u>Estimated Costs</u>	\$2,400	\$2,472	\$2,546	\$2,623	\$2,701
ADVERTISING					
<u>Estimated Costs</u>	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
OFFICE SUPPLIES					
<u>Estimated Costs</u>	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
ALTERATIONS AND REPAIRS					
<u>Estimated Costs</u>	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
INSURANCE					
<u>Estimated Costs</u>	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
EMERGENCY CLOTHING & FOOD					
<u>Estimated Costs</u>	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
RENT					
<u>Estimated Costs</u>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
ADMINISTRATIVE SERVICES (IN-KIND)					
<u>15% of Regular Education Revenue</u>	\$75,600	\$90,300	\$93,450	\$96,600	\$99,750

COMMUNITY DAY CHARTER SCHOOL
BEFORE/AFTER SCHOOL DAYCARE EXPENSES
FEBRUARY 15, 1994

DAYCARE EXPENSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
MORNING DAYCARE					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.55	\$9.83	\$10.13
X Number of hours/week per asst	10	10	10	10	10
X Number of weeks	40	40	40	40	40
X Number of Morning Daycare workers	1.50	1.50	1.50	1.50	1.50
<u>Morning Daycare Salaries</u>	<u>\$5,400</u>	<u>\$5,562</u>	<u>\$5,729</u>	<u>\$5,901</u>	<u>\$6,078</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Morning</u>	<u>\$1,350</u>	<u>\$1,391</u>	<u>\$1,432</u>	<u>\$1,475</u>	<u>\$1,519</u>
AFTERNOON DAYCARE (LEAD)					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.55	\$9.83	\$10.13
X Number of hours/week per lead	7.50	7.50	7.50	7.50	7.50
X Number of weeks	40	40	40	40	40
X Number of leads	4	4	4	4	4
<u>Lead Afternoon Daycare Salaries</u>	<u>\$10,800</u>	<u>\$11,124</u>	<u>\$11,458</u>	<u>\$11,801</u>	<u>\$12,155</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Lead Afternoons</u>	<u>\$2,700</u>	<u>\$2,781</u>	<u>\$2,864</u>	<u>\$2,950</u>	<u>\$3,039</u>
AFTERNOON DAYCARE (ASST.)					
Pay rate (\$/hour)	\$7.50	\$7.73	\$7.96	\$8.20	\$8.44
X Number of hours/week per asst	7.50	7.50	7.50	7.50	7.50
X Number of weeks	40	40	40	40	40
X Number of asst	4	4	4	4	4
<u>Asst. Afternoon Daycare Salaries</u>	<u>\$9,000</u>	<u>\$9,270</u>	<u>\$9,548</u>	<u>\$9,835</u>	<u>\$10,130</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Asst. Afternoons</u>	<u>\$2,250</u>	<u>\$2,318</u>	<u>\$2,387</u>	<u>\$2,459</u>	<u>\$2,532</u>
<u>Total Afternoon Daycare Salaries</u>	<u>\$19,800</u>	<u>\$20,394</u>	<u>\$21,006</u>	<u>\$21,636</u>	<u>\$22,285</u>
<u>Total Afternoon Daycare Benefits</u>	<u>\$4,950</u>	<u>\$5,099</u>	<u>\$5,251</u>	<u>\$5,409</u>	<u>\$5,571</u>
VACATION DAYCARE (LEAD)					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.55	\$9.83	\$10.13
X Number of hours/week per lead	55.00	55.00	55.00	55.00	55.00
X Number of weeks	3	3	3	3	3
X Number of leads	4	4	4	4	4
<u>Lead Vacation Daycare Salaries</u>	<u>\$5,940</u>	<u>\$6,118</u>	<u>\$6,302</u>	<u>\$6,491</u>	<u>\$6,686</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Lead Vacation</u>	<u>\$1,485</u>	<u>\$1,530</u>	<u>\$1,575</u>	<u>\$1,623</u>	<u>\$1,671</u>
VACATION DAYCARE (ASST.)					
Pay rate (\$/hour)	\$7.50	\$7.73	\$7.96	\$8.20	\$8.44
X Number of hours/week per asst	55.00	55.00	55.00	55.00	55.00
X Number of weeks	3	3	3	3	3
X Number of asst	4	4	4	4	4
<u>Asst. Vacation Daycare Salaries</u>	<u>\$4,950</u>	<u>\$5,099</u>	<u>\$5,251</u>	<u>\$5,409</u>	<u>\$5,571</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Asst. Vacation</u>	<u>\$1,238</u>	<u>\$1,275</u>	<u>\$1,313</u>	<u>\$1,352</u>	<u>\$1,393</u>
<u>Total Vacation Daycare Salaries</u>	<u>\$10,890</u>	<u>\$11,217</u>	<u>\$11,553</u>	<u>\$11,900</u>	<u>\$12,257</u>
<u>Total Vacation Daycare Benefits</u>	<u>\$2,723</u>	<u>\$2,804</u>	<u>\$2,888</u>	<u>\$2,975</u>	<u>\$3,064</u>
DAYCARE ADMINISTRATOR					
Pay rate (\$/hour)	\$10.00	\$10.30	\$10.61	\$10.93	\$11.26
X Number of hours/week per asst	22.50	22.50	22.50	22.50	22.50
X Number of weeks	43	43	43	43	43
X Number of Daycare Administrators	1	1	1	1	1
<u>Daycare Administrator Salaries</u>	<u>\$9,675</u>	<u>\$9,965</u>	<u>\$10,264</u>	<u>\$10,572</u>	<u>\$10,889</u>
<u>Taxes & Benefit Percentage</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>	<u>25.00%</u>
<u>Taxes & Benefit costs-Daycare Admin.</u>	<u>\$2,419</u>	<u>\$2,491</u>	<u>\$2,566</u>	<u>\$2,643</u>	<u>\$2,722</u>
DAYCARE SUBSTITUTES					
Estimated wages	\$7,500	\$7,725	\$7,957	\$8,195	\$8,441
<u>Taxes & Benefit Percentage</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>
<u>Taxes & Benefit costs-Substitutes</u>	<u>\$900</u>	<u>\$927</u>	<u>\$955</u>	<u>\$983</u>	<u>\$1,013</u>
DAYCARE SUPPLIES					
Estimated Costs	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879
DAYCARE SCHOLARSHIP					
Estimated Costs	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
DAYCARE TOTAL TAXES & BENEFITS	\$12,341	\$12,711	\$13,093	\$13,486	\$13,890

COMMUNITY DAY CHARTER SCHOOL
SUMMER PROGRAM EXPENSES
FEBRUARY 15, 1994

SUMMER PROGRAM EXPENSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SUMMER DAYCARE (LEAD)					
Pay rate (\$/hour)	\$9.00	\$9.27	\$9.55	\$9.83	\$10.13
X Number of hours/week per lead	40.00	40.00	40.00	40.00	40.00
X Number of weeks	9	9	9	9	9
X Number of leads	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>Lead Summer Daycare Salaries</u>	<u>\$16,200</u>	<u>\$16,686</u>	<u>\$17,187</u>	<u>\$17,702</u>	<u>\$18,233</u>
<u>Taxes & Benefit Percentage</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>
<u>Taxes & Benefit costs-Lead Summer</u>	<u>\$1,944</u>	<u>\$2,002</u>	<u>\$2,062</u>	<u>\$2,124</u>	<u>\$2,188</u>
SUMMER DAYCARE (ASST.)					
Pay rate (\$/hour)	\$7.50	\$7.73	\$7.96	\$8.20	\$8.44
X Number of hours/week per asst.	40.00	40.00	40.00	40.00	40.00
X Number of weeks	9	9	9	9	9
X Number of asst.	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<u>Asst. Summer Daycare Salaries</u>	<u>\$13,500</u>	<u>\$13,905</u>	<u>\$14,322</u>	<u>\$14,752</u>	<u>\$15,194</u>
<u>Taxes & Benefit Percentage</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>	<u>12.00%</u>
<u>Taxes & Benefit costs-Asst. Summer</u>	<u>\$1,620</u>	<u>\$1,669</u>	<u>\$1,719</u>	<u>\$1,770</u>	<u>\$1,823</u>
 <u>Total Summer Daycare Benefits</u>	 <u>\$3,564</u>	 <u>\$3,671</u>	 <u>\$3,781</u>	 <u>\$3,894</u>	 <u>\$4,011</u>
 EDUCATIONAL SUPPLIES					
<u>Estimated Costs</u>	<u>\$2,000</u>	<u>\$2,060</u>	<u>\$2,122</u>	<u>\$2,185</u>	<u>\$2,251</u>
 CONSULTATION					
<u>Estimated Costs</u>	<u>\$3,000</u>	<u>\$3,090</u>	<u>\$3,183</u>	<u>\$3,278</u>	<u>\$3,377</u>
 CAMPING TRIP					
<u>Estimated Costs</u>	<u>\$2,000</u>	<u>\$2,060</u>	<u>\$2,122</u>	<u>\$2,185</u>	<u>\$2,251</u>
 SWIM PROGRAM					
<u>Estimated Costs</u>	<u>\$3,000</u>	<u>\$3,090</u>	<u>\$3,183</u>	<u>\$3,278</u>	<u>\$3,377</u>
 TRANSPORTATION					
<u>Estimated Costs</u>	<u>\$3,375</u>	<u>\$3,476</u>	<u>\$3,581</u>	<u>\$3,688</u>	<u>\$3,799</u>
 SCHOLARSHIP					
<u>Estimated Costs</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$8,000</u>

COMMUNITY DAY CHARTER SCHOOL
YEAR 2 START-UP COSTS
FEBRUARY 15, 1994

REVENUE:

STARTUP MONEY FROM COMMUNITY DAYCARE OF LAWRENCE, INC.	\$8,680
 TOTAL REVENUE	 8,680

EXPENSES:

ANIMAL CENTER	100 1 rooms @ 100
ART	
BLOCKS	400 400/CLASS * 1 CLASS
CHALKBOARDS	300 \$300 * 1 ROOM
CLASSROOM SUPPLIES	200 200 * 1 ROOM
COMPUTERS & SUPPLIES	
DESKS & CHAIRS	
EDUCATIONAL EQUIP	
HEALTH CURR	100 \$5/CHILD * 20 CHILDREN
HOUSEKEEPING	
KITCHEN TABLES	180 2TABLES@ 75/TABLE + 2SETS *15/SET FOR CHAIRS
LANG. CURR. 1,2,3	
LANG. CURR. 4,5,6	800 ADDITIONAL BOOKS FOR 20 KIDS
LIBRARY BOOKS	
LISTENING STATIONS	100 1 STATION @ 100
LITERATURE CORNER	800 1 ROOM * \$800/RM
MANIPULATIVES	300 \$15/CHILD * 20KIDS
MATH CURR. 1,2,3	
MATH CURR. 4,5,6	1,000 ADDITIONAL BOOKS FOR 20 KIDS
MATS	
MUSIC	
OUTDOOR EQUIPMENT	
PERSONAL STORAGE	600 30/CHILD
REFERENCE BOOKS	
SAND TABLES	
SCIENCE CENTERS	400 1 ROOM @ 400
SOCIAL STUDIES	1,200 200/KIT*6KITS/YR*1 GRADES
SPECIAL RUGS	
SPORTS EQUIPMENT	
STORAGE	1,000 1 ROOM * 1000
TABLES & CHAIRS	1,200 30/CHAIR * 20 CHAIRS + 3 TABLES @\$200/TABLE
 LEASEHOLD IMPROVEMENTS	
 TOTAL EXPENSES	 \$8,680
 NET YEAR 2 INCOME/LOSS	 0

19. ACCOUNTABILITY:

- 19a. How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s. 89?**
- 19b. Discuss your plan for regular review of school finance and accounts.**
- 19c. Describe your system for maintaining school records and disseminating information required under public school law.**

The agency's annual report will be comprised of the year's financial statement and an evaluation of progress made on goals and objectives (as detailed in question 12) and as required by the enabling legislation.

The report will be compiled by the Executive Director and the Community Day Care Financial Manager. Parents and teachers will be asked to contribute additional information when appropriate. The report will be available in the library and disseminated to parents, Board Members, teachers and other members of the community upon request.

Each of Community Day Care's programs is run as a profit center, independent of the other. Each requires a monthly financial statement which is assembled by the controller and submitted by the Executive Director to the governing Board of Directors.

Monthly reports include a statement of Revenue and Expenditures and one of Assets, Liabilities and Fund Balances. Additional controls include reconciliation of subsidiary ledgers to general ledgers.

Annual reports include an audited financial statement which has been referenced above and which is submitted by the Executive Director and Financial Manager to both Boards (Community Day Care and Parent Advisory) as well as to the Purchase of Service Unit, Commonwealth of Massachusetts. We also submit a 990 Report to Internal Revenue and a PC-12 and 990 Report to the Attorney General of Massachusetts.

Community Day Care has an active history of developing databases and storing data for the generation of reports. We propose to maintain a data base on each student and to maintain records and to disseminate information required under public school law. We have already spoken with the Lawrence Public Schools about collaborating on data systems and profiles of information so that we can have a uniform, city-wide approach.

20. TRANSPORTATION:

- 20a. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation?**

Community Day Care has already discussed transportation of students with the Superintendent of Schools in Lawrence. We have worked cooperatively with the system in the past, around transportation to day care sites. We have full expectations that we can work cooperatively with the Lawrence Schools to have our students transported. Many of our children will be brought to day care and picked up from day care at either end of the day, making transportation by the district unnecessary.

- 20b. How will students who live outside the local district be transported?**

We do not expect that there will be many places for youngsters from outside the district. Should that occur, we are confident that we can find ways to make transportation available. As described above, many parents will drive children to and from the school's day care program.

21. LIABILITY INSURANCE:

21a. Describe your school's insurance coverage plans.

Community Day Care has a general liability policy which will cover our school location in the amount of \$2,000,000. We have a Director and Officers Liability policy for \$2,000,000 and an overall umbrella policy for \$5,000,000.

In addition, the agency may provide accident (on-site) coverage for any children who come to our school without health insurance. This is covered on a per day/per pupil basis, consistent with practice in our day care programs. Associated costs will be covered by the school.

21b. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

- **Inspection by a local building inspector**
- **Inspection by local Fire Department**
- **Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school**
- **Compliance with all other federal and state health and safety laws and regulations.**
- **Please find an inspection of our Prospect Street site by the local building inspector. The fire inspector does not issue a separate certificate but he must visit the site in order for the building inspector to issue his certificate.**
- **We will apply for explosives and flammable compound authorization at the time when it becomes an issue for our school and agree to conform with all mandated requirements.**
- **We have complied with all state and federal health and safety laws. Please find health inspection enclosed.**

22. GOVERNANCE DOCUMENTS:

Before a school may open, founders will be required to submit copies of the school constitution, by-laws, contracts and all incorporation documents required by law.

Please find enclosed a copy of incorporation papers and our non-profit certification.

RESOURCES USED FOR CURRICULUM DEVELOPMENT

Active, Meaningful Mathematics Learning: A Guidebook, North Central Regional Education Lab.

Active, Meaningful Science Learning: A Guidebook, North Central Regional Education Lab.

Arts Play, Addison Wesley Publishing Co., 1981.

Atlas Workshop on Portfolios, 1993.

Bensman, David, Quality Education in the Inner City: The Story of Central Park East Schools.

Coalition of Essential Schools, Horace Publishers, Vol. 9, No. 5., May 1993. The Collaborative School Project: Andover/Lawrence.

Connections, The Center for Collaborative Education, Vol 3, no. 3, 1992.

Doris, Ellen, Doing What Scientists Do, Heineman, N.H.

The Effect of Assessment on Teaching and Learning, Vermont Institute for Science, Math and Technology.

Falk, Beverly; Darling-Hammond, Linda, The Primary Language Record at P.S. 261: How Assessment Transforms Teaching and Learning.

The Great Body Shop, Children's Health Market, Inc.

Kober, Nancy, Ed. Talk: What We Know About Mathematics Teaching and Learning, Council for Educational Development and Research, Washington, D.C.

Kober, Nancy, Ed. Talk: What We Know About Science Teaching and Learning, Council for Educational Development and Research, Washington, D.C.

Lawrence Public Schools: Guide for Curriculum Planning K-12.

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COMMUNITY DAY CARE CENTER OF LAWRENCE, INC.
190 HAMPSHIRE STREET ROOM 302
LAWRENCE, MA 01840-1251

PERSONNEL POLICIES

EMPLOYEE STATEMENT

By signing and returning this statement, I acknowledge that I have received the Personnel Policies Manual of Community Day Care Center and understand that it is my responsibility to become familiar with its contents. I also understand that I am responsible for contacting the Personnel Manager directly if I am interested in applying for the health insurance and/or Child Care benefit.

Please complete the following:

I do ____ do not ____ wish to enroll in the Health Insurance Package at this time.

I do ____ do not ____ wish to apply for the Child Care Benefit at this time.

Signature

Date

COMMUNITY DAY CARE CENTER OF LAWRENCE, INC.

PERSONNEL POLICIES

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CHAPTER ONE

INTRODUCTION

- 1.0 **STATEMENT OF INTENT** In order to insure that all employees of Community Day Care Center of Lawrence, Inc. (CDCC) receive fair and equal treatment in respect to access to employee benefits, salary increases and promotions, treatment in hiring and termination from employment and disputes with or grievances against supervisors, Community Day Care has determined that a statement of Personnel Policies shall be established which, unless otherwise indicated by the Board of Directors and/or by the Executive Director of the agency, shall have universal applicability to all personnel in all programs. It shall be stated that all references to CDCC employees mentioned within this Personnel Manual include employees in all programs operated by the Community Day Care Center of Lawrence, Inc.
- 1.1 The following Policies and Procedures have received the approval of the Board of Directors of CDCC which has, in turn, delegated full responsibility for their implementation to the Executive Director of the agency. The Executive Director may, at his/her discretion, fully or partially delegate responsibility for implementation and decision-making relative to these policies to designated managers, a fact which will be so indicated in their job descriptions. The Executive Director may also, subsequent to advising the Board of Directors of his/her intention to take such action, determine that certain policies may be waived, amended or otherwise altered under conditions and utilizing procedures hereinafter stated.
- 1.2 Any employee may submit a proposed change or addition to the Personnel Policies to his/her supervisor, who will bring it to the Executive Director for consideration.

CHAPTER TWO

EMPLOYMENT PROCEDURES

- 2.0 SELECTION OF PERSONNEL** In the recruitment and selection of all personnel, it is the policy of CDCC to maintain an open, active process which particularly encourages outreach to the surrounding communities.

In keeping with this policy, CDCC has established policies and procedures which insure that the agency will avoid discrimination, whether intentional or inadvertent, in the hiring of personnel because of factors of age, sex, race, color, creed, marital status, national origin, religion or physical handicap. At the same time an Affirmative Action Plan has been promulgated which will attempt to insure that the agency's patterns of employment reflect the minority and sexual composition of the community through implementation of hiring procedures which extend recruitment and access to these groups.

In keeping with its commitment to hire the most qualified applicants for any position regardless of any other factors, CDCC has adopted an Equal Opportunity Policy Statement which is included as Appendix I of these Personnel Policies.

- 2.1 HIRING AUTHORITY** The Executive Director of CDCC shall be appointed by the Board of Directors after all due deliberations of the Board's Personnel Committee. Program Directors are hired by and report to the Executive Director. The teaching staff and other staff are interviewed and hired jointly by the Executive Director and Program Directors.

2.2 REQUIREMENTS RELATED TO HIRING

- 2.2.1** *All agency employees* are required to comply with the following:

- 2.2.1.1** All employees will be required to complete an employment eligibility verification form (FORM I-9) and furnish the office with the necessary documents that establish identity and employment eligibility.

- 2.2.1.2** In accordance with the 1989 mandate from the Massachusetts Department of Public Health, Federal Law (Executive order #246) and State Law (Constitutional Amendment article 114), the programs will comply with the order that it is illegal to base the enrollment of a child or the hiring of a staff person solely on the basis of his/her HIV Status. Other factors such as health, neurological development, behavior and immune status will be taken into consideration as each case is reviewed on an individual basis.

- 2.2.2** *For programs licensed by the Office For Children*, employees will be required to do whatever is necessary to comply with such regulations. These will include but are not limited to the following stipulations:

- 2.2.2.1** Teachers may be required by the Program Directors to take courses approved by the state for Early Childhood Education.

- 2.2.2.2** All new direct care employees and directors must complete a first aid course and may be required to complete a CPR course within one year of being hired. They may choose to enroll in the agency-sponsored course or to attend an agency-approved course.

- 2.2.2.3** Before beginning work designated employees must be certified, in writing, by their doctor that they are free from communicable disease (and MMR, if applicable).

- 2.2.2.4** In addition, these employees must have had satisfactory negative results from a test for TB taken within three months prior to employment.

- 2.2.2.5** Employees who work with children must have their doctor certify that, in addition to the above, they have no limitations in working with young children due to health problems.

- 2.2.2.6** An employee who has unmonitored contact with children will be required to submit information to the Office For Children in order for a criminal records check (CORI) to be completed. The employee will then be required to share

